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ABSTRACT

The methodology used in the evaluation of this unit is the same as that described in SO 000 468. Twenty-seven teachers were selected for the field trial thereby involving approximately 1,250 ninth through twelfth grade students. This unit has six integral activities and one optional scheduled as the second activity: 1) Operation Bigger Beef; 2) Games Illustrating the Spread of Ideas; 3) A Lesson from Sports; 4) European Expansion; 5) Canada: A Regional Problem; 6) Different Ideas About Cattle; and, 7) Culture Change, a Trend Toward Uniformity. Some of the specific conceptual objectives are an understanding of: cultural diffusion, cultural regions, cultural relativity and interdependence, the increasing similarities among cultures around the world, and the complexity of culture and cultural change. The unit test concerning the attainment of the unit objectives indicate that activities 2, 3, 4, 6, and 7 were effective in communicating their major objectives. The ratings on the effectiveness of the unit as a whole and the individual activities as to student and teacher interest, enjoyment, and student learning are given. A number of revisions are suggested for each activity. See SO 000 468 for a list of the related reports. (SBE)

EDO 46804

HSGP

The GEOGRAPHY of CULTURE CHANGE

Evaluation Report

SD 000 469

April 15, 1968

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THE GEOGRAPHY OF CULTURE CHANGE:

Evaluation Report
From a Limited School Trial
of a Teaching Unit of the
High School Geography Project

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April 15, 1968

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NOTE

The High School Geography Project is a course content improvement program in geography sponsored by the Association of American Geographers and supported by the National Science Foundation. The Project's goal is the development of new geography teaching materials at the tenth grade level. Current work is concentrated on development of materials following a course outline on a Settlement Theme.

Further information on the status and plans of the AAG project is available from:

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HIGH SCHOOL GEOGRAPHY PROJECT

PARTICIPATING LIMITED SCHOOL TRIALS TEACHERS 1967-1968

The High School Geography Project is deeply indebted to the following trial teachers and their students.

Vincent Antonelli, West Deer Senior High School, Cheswick, Pennsylvania
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SUMMARY OF FINDINGS

1. The sample of teachers is probably above average in experience and geographic knowledge. The students are estimated to be at about the 65th percentile in verbal aptitude and somewhat older than most high school geography students.

2. Teachers indicated more satisfaction with the unit than did students Teacher ratings were just below those given the Urban Unit, but student ratings were below all previous HSGP units except Fresh Water Resources and Networks of Cities.

3. High student pretest performance (54 per cent) suggests that much of what students were to learn was already known by more than half of the students before the unit was taught. This is supported by the relatively large number of teachers saying the subject matter is too simple.

4. Test questions related to cultural diffusion showed mixed results. Only student understanding of the importance of the complexity of a custom showed a marked pretest to posttest increase. This was evidenced in both the objective questions and the essay question. This point is treated in a number of activities, but most directly in Activity Six.

5. Test questions related to cultural relativity and the ways in which cultures are becoming more similar showed good gains of over 15 per cent from pretest to posttest. These objectives are most directly the responsibility of Activities Six and Seven.

6. Teacher enthusiasm for Operation Bigger Beef was not matched by the students, who gave it an average rating on both interest and learning.

7. Teacher enjoyment of Games Illustrating the Spread of Ideas was considerably below that of the students, who rated it either first or second in interest and learning.

8. A Lesson From Sports received an average rating by both teachers and students.

9. European Expansion was the most poorly received activity in the unit.

10. Canada: A Regional Problem was rated next to the bottom by students and teachers.

11. Students showed high interest in Different Ideas About Cattle and believed they learned more from it than any other activity. Teachers rated it near the top.

12. Culture Change, A Trend Toward Uniformity, was at the middle level in the view of students, but was the most favorably received of all by teachers. The latter went out of their way to speak of the clarity of the Teacher's Guide for this activity.

13. Although some teachers continue to feel rushed in certain parts of the unit, it is apparently better timed than previous HSGP units.

14. Teachers consider the readings to be better organized and clearer for average and below average students than those in other HSGP units, but more reading is definitely needed in the unit.

15. The Student Manual is an improvement over the handout of loose materials.

16. The clarity of the slides and maps should be increased.

17. An attempt should be made to clarify both the objectives and the descriptions of the teaching procedures in the Teacher's Guide.

18. A number of teachers found the Teacher's Guide overly directive.

19. The unit gives some students and teachers an impression of failing to deal thoroughly with a topic before moving on to the next one.

20. A number of revisions are suggested for each activity in the body of the report.

DESCRIPTION OF THE LIMITED SCHOOL TRIALS

The 1967-1968 limited school trials have as their purpose the feedback of information useful in modifying the units being tried out. There have been HSGP limited school trials during the past two school years. However, this is the first time that the Culture Change Unit has been involved in this type of trial.

The Unit Materials

The teaching aids for this unit consist of overhead transparencies and slides. The unit has six integral activities and one optional one. The optional activity is called "Games Illustrating the Spread of Ideas." It is scheduled as the second activity of the unit. The predicted teaching time for the integral activities is eighteen days, with three additional days required for the optional activity.

The Teachers

Twenty-seven teachers were selected for the 1967-1968 trials. They are located in 18 different states throughout the coutnry, 24 of them in public schools and three in parochial schools. There is reason to believe that they are considerably above average in teaching experience and in their understanding of geography. The average teaching experience of the group is about eight years, with 40 per cent having taught three years or less and 40 per cent ten years or more. They have had on an average 27 hours of geography in their college background, which is nearly twice the average for last year's trial teachers. Their scores on the Graduate Record Geography Examination place them between the 35th and 40th percentile as a group, which is quite comparable to the mean score for last year's teachers. Incidentally, 11 of the 27 teachers taught HSGP materials in earlier trials.

The Students

Each of these teachers had one to four classes of students. Approximately 1,250 students participated in all. They were approximately equally divided among 1) ninth graders, 2) tenth graders, and 3) eleventh and twelfth graders. Specifically, five per cent were below ninth grade, 29 per cent in ninth grade, 32 per cent in tenth grade, 22 per cent in eleventh grade and 12 per cent in twelfth grade. This is a smaller proportion of ninth

graders and considerably higher proportion of eleventh graders than in previous school trials. It is probably a more mature group of students than the students presently taking geography in American high schools.

In addition they had a higher verbal aptitude than expected for the ultimate users of the material. The mean for the whole group was just short of the 65th percentile. The ninth graders ranked at the 76th percentile, the tenth graders at the 66th percentile and the eleventh and twelfth graders just above the 50th percentile.

The Evaluation Instruments

A number of instruments were used to obtain information on which to base this evaluation report. Estimates of verbal aptitude were obtained by administering the verbal section of the Cooperative School and College Ability Test (SCAT) Form 3B. Information about the teachers was obtained by a background information questionnaire and by the administration of the GRE Advanced Geography test. Teachers took just half of this examination and Educational Testing Service provided an estimate of their percentile rank from this incomplete data.

At the end of the unit the students and teachers filled out questionnaires. A 25 per cent spaced sample of student questionnaires was used to summarize the open ended questions. Teachers also completed questionnaires at the end of each activity in the unit.

A unit test was administered before the unit was taught and at its conclusion. The same test was used in both administrations. For the analysis of the last essay question on the test a ten per cent spaced sample was taken from both the pretest and posttest.

The Reference Group

A small reference group of students was obtained. These often were additional students of the same 27 teachers who taught the HSGP materials. This group of students numbered 354 at the time the SCAT verbal was given to them. Their mean percentile rank is estimated to be just above 60. This is slightly lower than that for the HSGP materials group. Their numbers decreased only slightly for the pretest and the posttest.

RATING THE UNIT AND ITS ACTIVITIES

The Effectiveness of the Unit as a Whole

In terms of student interest this Unit is not as successful as the Growth of Cities Unit that preceded it. Seventy-two per cent of the students indicated a positive interest in the unit. This compares with 79 per cent for the Growth of Cities Unit this year. In previous years only the Fresh Water Resources Unit, with a 51 per cent positive rating, and the Networks of Cities Unit, with a 65 per cent positive rating, were lower than this. On the other hand, teachers estimated student interest to be at a rather high level, below that of Growth of Cities, but considerably above the rating given most other units in HSGP limited school trials. Teacher perceptions of student interest are often evidence more of teacher satisfaction with the material than actual student interest.

The test results for this unit were the same as those obtained for the Growth of Cities Unit: a pretest mean score of 54 per cent and a posttest mean score of 65 per cent. An 11 per cent increase is among the poorest increments recorded in HSGP limited school trials. The 54 per cent mean pretest score is also remarkable in being the highest pretest score ever recorded on a HSGP test. Before this year, no other pretest score had been above 43 per cent. Thus, it is clear that much of what was measured by the test had already been achieved before the unit was taught. Again, this may be due to the above average student verbal aptitude of this year's school trial sample. It may also be due in part to the serious attempt to eliminate vocabulary problems and to include items measuring understanding of general concepts rather than knowledge of specific information. In any case a greater pretest to posttest increase than 11 per cent is desirable.

Test results, of course, are not the only indications of student learning. Both teachers and students were asked to rate the unit in terms of its contribution to student learning. Students responded with a 72 per cent positive rating, which is the precise degree of positive response they showed in their interest rating. Teacher judgment of student learning placed this unit second only to the ratings given the urban unit in this and previous years.

This year's teachers and students were asked to rate the unit in terms of its overall effectiveness. When teachers were asked how effective this unit is compared to other units they have taught, 13 teachers indicated that they considered it to be more effective, eight teachers were non-committal, and four indicated that this unit was less effective than others. When this question was asked of the teachers after the Growth of Cities Unit, none of them suggested that that unit was less effective than others they had taught. When students were asked how this unit compares with others they have studied, seven per cent said it was much poorer than other units, 27 per cent said it was somewhat poorer, 38 per cent said it was somewhat better, and 28 per cent said it was much better. This 66 per cent positive rating compares with a 81 per cent positive response on the part of students for the Growth of Cities Unit.

The Effectiveness of The Individual Activities

The following chart compares all of the activities taught by at least 22 teachers. The figures represent the mean of teacher and student opinions on a four point scale. They are calculated by assigning a plus 2 to the most positive opinion, a plus 1 to a somewhat positive opinion, a minus 1 to a somewhat negative opinion, and a minus 2 to the most negative opinion possible. These ratings provide the basis for the discussion that follows.

Activity	Culture Change	Bigger Beef	Cattle	Sports	Games	Canada	European Expansion
Teacher Enjoyment	1.85	1.78	1.65	1.58	1.14	1.04	.73
Teacher Estimate of Student Interest	1.46	1.37	1.31	1.12	.95	.52	.19
Student Interest	.33	.38	.57	.53	.59	.06	-.03
Teacher Estimate of Student Learning	1.50	.93	1.31	1.08	.77	.33	.81
Student Estimate of Learning	.27	.34	.66	.51	.63	.19	.13

The chart indicates some remarkable differences between teacher and student estimates of the unit's activities. Teachers consider the Culture Change Activity to be superior to all others on every count. On the other hand, students rate it fifth of seven in both interest and in their estimate of what they learned from it. This suggests that teachers enjoyed the activity, but greatly over-estimated its interest to students.

Operation Bigger Beef is rated a close second by teachers in terms of enjoyment and their estimate of student interest. This estimate would appear to be wrong in that students rate the interest of this activity to be just slightly above the rating they give the Culture Change Activity. The teacher estimate of student learning from Operation Bigger Beef approaches the student estimate of learning from this activity. Both rate it fourth in this regard.

The high rating given to the Different Ideas About Cattle Activity by teachers is supported by students as well. The teacher rating parallels very closely that which was given to Site Selection in the Growth of Cities Unit this year. For students this activity is comparable to the rating they give the Games activity of this unit.

The teacher rating of A Lesson From Sports is quite high. Only two activities in the Growth of Cities Unit exceed it. In terms of both interest and their estimate of learning students rate this activity third of the seven in this unit.

Teachers tend to underestimate student attitude toward Games Illustrating the Spread of Ideas Activity which, as an optional activity, was taught in only 22 of the teachers' classes. In the estimation of students this activity ranks at the top with Different Ideas About Cattle.

The Canada Activity is rated next to last by both teachers and students.

The European Expansion Activity received the only negative rating in terms of student interest. On every count, save one, it ranks considerably below even the Canada Activity. The one exception is in the teacher estimate of student learning, for which teachers ranked it higher than both Canada and the Games activities.

To sum up then, students disagreed with the teacher estimates

of the Culture Change and the Operation Bigger Beef activities. Students were most positive about activities that teachers ranked in the middle. These are the Different Ideas About Cattle, A Lesson From Sports, and Games Illustrating the Spread of Ideas. Both teachers and students agreed that the Canada and European Expansion activities are the weakest in the unit.

On the final unit questionnaire when teachers were asked to suggest which activities could be dropped, three teachers mentioned Operation Bigger Beef, Games Illustrating the Spread of Ideas, and A Lesson From Sports. They considered Different Ideas About Cattle and the Culture Change Activities to be most essential to the unit. They also considered European Expansion and Canada to be quite essential. Only eight and six teachers respectively suggested that these two activities could even be made optional. This implies that considerable work will need to be done in revising European Expansion and Canada for classroom use.

OBJECTIVES AND THEIR ATTAINMENT

Test Data

Objectives related to cultural diffusion are served by Activities Two, Three and Four. A number of test items are relevant. With 83 per cent answering item two correctly on the pretest (86 per cent on the posttest), it is clear that students already knew that a culture element is likely to spread in a situation of dense population and good transportation. One question (#6) relates directly to the European Expansion Activity (#4). Its failure to show any gain from a pretest 36 per cent suggests a failure of Activity Four to communicate at least one of its points. A good increase in understanding that things rather than institutions are more susceptable to change in a culture is shown by the results on items 7 and 15. Their pretest mean increased from 52 per cent to 67 per cent on the posttest. On the other hand, an unsatisfactory improvement (7.5 per cent) is shown for items 8 and 11 which deal with factors facilitating diffusion. A more average increase (10.5 per cent) is shown by items 26 and 28 which deal with the point that culture elements change during diffusion.

The essay question asked students what questions they would pose to predict whether a particular custom would spread from one culture to another. A spaced sample of approximately one in ten papers was drawn so that 100 pretest and 100 posttest papers were available. Three types of student questions were considered relevant to the unit objectives. One was the ease of communication between the two cultures. The number of students including at least one such question increased from 17 in the pretest sample to 28 in the posttest sample. A second type of student question dealt with the complexity of the custom: would its introduction require considerable adjustment on the part of other features of the culture? There was a considerable increase for this type of question from 11 to 45 students. A third type was that which asked about characteristics of the receiving culture, characteristics which might make it receptive to change. This type of question increased 19 per cent from 37 to 56 students. All three of these types of questions dealt with features of cultural diffusion treated in the unit.

There were three additional categories used in classifying questions. One type was the usefulness or the probable effectiveness of the custom for the people in the receiving culture. This type of question decreased from 47 to 37 students. Another type of question concerned the monetary cost of adopting the custom. The number of students increased from 3 to 13. A final category included all students who did not pose one question that could be classified in any of the other categories. This number decreased from 29 to 13. Thus the pretest to posttest changes in response to the essay question suggest that the unit effectively increased student understanding of the factors involved in cultural diffusion.

The unit objectives dealing with culture regions are the direct responsibility of the Canadian regional problem activity (#5). Three questions (#'s 5, 20 and 30) call upon students to identify regions and their boundaries. Item 5 with a 75 per cent pretest score appears to be too elementary. The other two show an average gain of 11 per cent. Three other items (#'s 3, 37 and 29) require student understanding of the effect of time on regional boundaries. One of these is elementary (73 per cent on the pretest). The other two show an inconsequential mean gain of five per cent.

The culture relativity objective is served most directly by Activity Six, Different Ideas About Cattle. A quite consistent improvement is noticeable in the four relevant items (#'s 12, 17, 19 and 24). One of the four (#19) with a 46 per cent to 61 per cent pretest to posttest result measures only the meaning of the term "cultural relativity." Two items (#'s 12 and 17) require an understanding that culture traits different from one's own are likely to be reasonable for the people involved. These showed a mean pretest to posttest increase from 57 per cent to 74 per cent. This 17 per cent gain suggests that Activity Six was effective in communicating its major conceptual objective.

Two additional items (#'s 16 and 25) relevant to a different idea can be discussed in terms of Activity Six also. This is the idea that culture elements are interdependent. Item #16 showed a 15 per cent increase from 49 per cent to 64 per cent, but item #25 showed an insignificant two per cent increase. The former item requires successful students to recognize that tractors cannot be introduced into a

traditional culture without providing help in their use and maintainance. This point is discussed explicitly in Activity Six. Item 25 calls upon students to know that the introduction of a new way of doing things is most likely to succeed when corresponding changes are introduced in related parts of the culture. Unless the item is defective, it is evident that students were unable to grasp the generalization intended.

Four questions (#'s 13, 18, 22 and 23) appear relevant to the point that cultures are becoming more similar in certain respects. An understanding of this statement is a major objective of Activity Seven. Item number 23 measures student awareness that transportation and communication developments have done much to make cities around the world look more alike. A high percentage of students (73 per cent) knew this before the unit began. Even so, this percentage increased to 83 per cent in the posttest. The remaining three items registered a mean pretest score of 50 per cent that increased to 68 per cent in the posttest. Thus, Activity Seven appears to be effective in getting its major idea across.

Teacher Statements of Learnings

At the end of the unit when teachers were asked to indicate the most worthwhile thing their students had learned, all of them referred to such conceptual attainments as have been mentioned above. In this unit only one teacher mentioned skills and these were skills of group work. Although the teachers emphasized conceptual objectives in their statements of student learnings, it should be noted that one of these has a strong attitudinal overtone. This is the concept of cultural relativity. Fifteen of the teachers mentioned cultural relativity as among the worthwhile things that their students had learned. The following quotations from the teacher reports suggest what they mean by this:

"Tolerance - a far more sympathetic understanding of why people elsewhere refuse to abandon their established patterns and accept our 'modern methods.' It was delightful to see them gradually change from a first reaction of 'how stupid!' to 'I wonder why that is best for them?'"

"Looking at other cultures and customs with a more objective non-biased view point."

"The idea of culture relativity (just because it is our way it is not the best or only way)."

Three other ideas were mentioned by five teachers in their statements of student learnings. One of these was increased student understanding of the processes of cultural diffusion. Another was increased student awareness of the complexity of culture and of culture change. The third was student awareness of the increasing similarities among cultures around the world. In addition, two teachers mentioned world interdependence and the problems of developing nations as points of increased student learning derived from the unit.

THE UNIT MATERIALS

Time Requirements for the Unit

Although some teachers continue to feel rushed in certain parts of this unit, it is apparently better timed than previous HSGP units. When the actual time taken is combined with the further time requested for each activity, the total time for the unit reaches 22 fifty minute class periods. This is just one more than the number of class periods suggested in the Teacher's Guide. It should be kept in mind that the estimates that follow are means and not maximums or minimums. Approximately half of the teachers would need more time and approximately half would use somewhat less time. The left hand column indicates the amount of time suggested in this year's Teacher's Guide. The column on the right is the time that is recommended if the activity retains its present form.

Activity	Present and Proposed Class Periods	
1	2	2 1/2
2	3	3
3	4	3 1/2
4	3	3 1/2
5	5	4 1/2
6	2	2 1/2
7	2	2 1/2

In its present form, without optional Activity Two, the unit can be considered a four week teaching unit.

The Student Readings

An unbeatable 100 per cent of the teachers reported that the readings were clear for average students. Although the Growth of Cities Unit approaches this figure, most other HSGP units have been closer to 50 per cent. This unit rates higher than any other unit also in the percentage of teachers (45 per cent) indicating that the

readings are clear and appropriate for lower ability students. However, only 55 per cent of the students showed a positive interest in the readings. This is about average for most HSGP units. A very high 91 per cent of the teachers considered the readings to be well organized. The average for most other HSGP units is about 80 per cent. At the same time, teachers were quite emphatic in indicating that more readings are needed. Eighty-seven per cent, which is far higher than any other unit, indicated the need for more readings. Only 12 per cent, which is the lowest for any HSGP unit, considered the Teacher's Guide satisfactory in recommending supplementary readings. This desire for more readings is emphasized as well in the many, many comments made in response to open-ended questions.

Student materials include more than just readings. Several teachers commented favorably about the Student Manual used with this unit. This is considered an improvement over the hand-out of loose material to the students that characterized the Growth of Cities Unit. On the other hand, there was a considerable increase in the number of times that teachers identified maps as a problem. In every activity at least 20 per cent of the teachers and as many as 45 per cent of them indicated that they considered the maps to be a problem in one way or another. There was also considerable criticism of the quality of the slides. They sometimes lacked clarity and sometimes appeared to be ineffective.

The Teacher's Guide

A major function served by the Teacher's Guide is the presentation of objectives. Although teachers generally consider the objectives to be clear, they are less positive than for several other HSGP units. Only 83 per cent were positive about the helpfulness of the Teacher's Guide in making the objectives clear in this unit compared to 88 per cent in the Growth of Cities Unit. Five of the other eight limited school trial units have exceeded this 83 per cent figure.

The Teacher's Guide also provides help with the teaching procedures and background information. There was a marked fall-off for this unit in the percentage of teachers considering the Teacher's

Guide helpful in providing a variety of learning experiences. The 35 per cent positive response compares to 65 per cent for the Growth of Cities Unit. In fact none of the other HSGP limited school trials units have received a positive repsonse as low as 35 per cent. Some confirmation of this is found in the 45 checks which "teaching procedures" received as sources of problems in the various activities of the unit. Teachers continued to ask for some highlighting of discussion questions in the guide. On the other hand, an impressive 76 per cent of the teachers considered the Teacher's Guide helpful in supplying the background needed to teach the activities.

There was a rather marked increase in the percentage of teachers considering the Teacher's Guide for this unit to be over-directive compared to the Growth of Cities Unit. Thirty-two per cent said so for the Geography of Culture Change Unit, whereas only 12 per cent said so for the Growth of Cities Unit.

Teacher comments suggest that the ideas emphasized in the unit may be insufficiently challenging and somewhat repetitive, especially for older and more able students. None of the teachers considered the subject matter too complicated in this unit, but 32 per cent considered it too simple. No other unit reached these extremes during the limited school trials of this year and last year. This suggests that there may be considerable student understanding of what HSGP is trying to get across in this unit before it is taught.

The organization of the unit is not rated as highly as it has been for most previous HSGP units. Only 71 per cent were positive about the subject matter organization in this unit compared to 85 per cent for the Growth of Cities Unit. Only one unit of the seven tried out this year and last year had a lower positive response on this point. A significant number of students complained about too much jumping from one thing to another in the unit and a failure to treat one topic thoroughly before going on to another. These, as well as teacher comments, suggest the organization as well as the substance of the ideas may be improved upon.

A variety of changes in the order of the activities have been suggested by individual teachers. Two teachers questioned Bigger Beef as an introduction to the unit. One thought the Games and Sports activities could be combined. Another said that Canada and its core

area idea should precede European Expansion. Still another would edit some material from the unit, giving more time to just two or three of the activities (especially Six and Seven) so his students would not feel "bludgeoned with the same thing in ten approaches."

The Unit Test

Although receiving a ten per cent less positive response from teachers (83 per cent) than did the Growth of Cities Unit test, the response to the unit test is nevertheless superior to that received by any of the other unit tests in the past two limited school trials. Teachers continue to request more tests or quiz help. One of the teacher comments gets at a feeling expressed by a few teachers that the test may miss the mark somewhat or include some questions that are unduly ambiguous: "Too much of the unit test seemed to be over principles that were either too indirectly covered in the material or were so hidden that they were difficult to extract." Different teachers raised questions about items 4, 8, 19, 20, and 26 in the unit test. These should be reexamined.

SPECIFIC RECOMMENDATIONS FOR EACH ACTIVITY

Operation Bigger Beef

1. Teacher enthusiasm for this activity was not matched by the students, who gave it an average rating on both interest and learnings.
2. An attempt should be made to relate the activity more closely to the remainder of the unit. Its relation to the objectives of the unit may not be sufficiently clear.
3. If possible, add to the activity's intellectual substance by additional consideration of the criteria by which nations qualify for aid. This would require more time, of course. An occasional teacher complained about the clerical-technical emphasis of the activity.
4. The student directions should be reexamined for clarity. A significant number of students were confused by being asked to shade areas they were to exclude from consideration. They apparently wanted their actions to highlight areas, not exclude them.
5. The possibility of a number of factual errors needs investigation. Teachers suggested that the Congo and Ceylon are really eligible countries and Iceland is not. Also, an objective on page 2 alludes to education, but the subject does not come up in the activity.
6. The groups might be more effective if they are more limited in size. With only five areas of the world to consider, most classes had six or seven in a group. Alternative ways of dividing up the world could conveniently yield three more groups. This would reduce group sizes to no more than five and provide all students with more opportunities for involvement. Some provision other than the one suggested could profitably be made for groups finishing early. An advance meeting with research leaders might help the group work proceed more smoothly.
7. Most students cannot locate countries and at least some classrooms

lack up-to-date maps. Including a modern world map in the student materials would help.

Games Illustrating the Spread of Ideas

1. Teacher enjoyment of this activity was considerably below that of the students, who rated it either first or second in interest and learning.

2. Probably of considerable influence on the teachers' attitude toward this activity is their feeling that it is more drawn out and disorganized than it need be. The need for the present number and sequence of parts to this activity should be reexamined. The headings and the parts should be coordinated better. For example, there seems to be a game preceding "The Access Game" but this is not clear. "Resistance to Innovations" would be easier to identify if simply headed the "Scarf Game." Moreover, the activity overview says the activity has two parts, the first consisting of four games and the second of a role playing game. Thus, there is no mention of the role of the Blockade-Pass Route exercises, the Peace Corps reading, or the corn reading.

3. The sometimes confusing directions in the Teacher's Guide also probably add to teacher dissatisfaction. These should be shortened and clarified.

4. The possibility of combining some of the games or reducing their number should be considered. "Complexity" and "Barriers" are slightly more positively received than "Access." The over-head transparency feature drew positive response in a few cases. Twice as many teachers were negative about the scarf game than positive. Because some teachers were positive and some negative on all the games, the decisions about which games to play possibly should be left to the teachers.

5. The rules of the "Scarf Game" need reconsideration. The game fails to start if the innovator begins with four students having a high resistance to change. It may be possible to divide the class so that total rejection can be avoided or increase the number of contacts allowed before ruling the game over.

6. Consideration should be given the following small points. There is reference to "lettered" columns in the first paragraph on page 16 which should be "numbered" columns. Also, the "X" on one transparency is wasteful; teachers can put this in themselves and thus eliminate the need for one of the transparencies. There is apparently a mismatch of the overhead map and the one in the book for both the "Scarf Game" and the fifth wave of the "Barriers Game".

7. As homework possibilities a teacher suggested: 1) we provide map of Africa and statistics of the major religions of the countries (e.g. o Moslem, + Christian, Δ animist) and have students mark the map and note the cultural patterns; or 2) provide a world map and statistics of where French is the predominant language and have students shade the areas and note the cultural patterns.

A Lesson from Sports

1. This activity was rated average by both teachers and students.

2. Four days is too much time for this activity. Three would suffice. Some combination with Activity Two might be considered.

3. The idea of a "tournament" should be reconsidered. Many would not call what took place a tournament. The pinning of data on backs did not work in some cases. Student movement was good, but data sheets on desks might be a more effective substitute.

4. The idea of short research assignments was well received. Learning about conflicts among "authorities" was considered very worthwhile.

5. The readings were generally well received. Possibly there was not enough to read.

6. Teachers liked the quiz, but doubts were expressed about putting it in the Student Manual. The eighth question created a problem for some. Perhaps such a different type of question as this (dealing with significance) warrants additional consideration in the Teacher's Guide.

7. Teachers can use additional information about rugby.

8. Page 35 of the Teacher's Guide mentions a quiz on page 9 of the Student Manual that is actually on page 7. Also, mention is made of independent invention in the first paragraph of the Teacher's Guide, but it is never considered.

European Expansion

1. This was the most poorly received activity in the unit.
2. At present there is too much information for the teacher to convey with respect to European culture characteristics. Some teachers resorted to lecturing and this, in part, may account for the negative teacher-student attitude. Student readings would help to transfer this load. Some further means of involving students are needed.
3. The questions in the Teacher's Guide should be examined. They seem to be both too numerous and of a type that fails to evoke discussion.
4. The hypothetical expansion of Europe has been received so poorly that its retention should be seriously reconsidered. Slower students had difficulty comprehending and a considerable number of faster students thought the exercise was silly.
5. There were a few complaints about the clarity of the objectives, especially number four. It was not clear, also, whether students were really to learn the characteristics of European culture in 1500.
6. Several teachers found the directions for using the transparency overlays unclear. Careful numbering of overlays was suggested. Apparently, there is some difficulty in seeing the yellow key. Several editors should go through the process of using the overlays to test the relation of instructions to overlays and the technical correctness of the overlay positions. There were several complaints about clutter and the desirability of using overlays two and three without having to use the first overlay.
7. Possibilities for greater student involvement include: 1) list culture characteristics and ask students to select those applicable

to Europe in 1500 and 2) have students color their own maps of areas subjected to varying degrees of European influence before concluding with the overhead projector.

Canada: A Regional Problem

1. This activity was rated next to the bottom by students and teachers.
2. There was an undercurrent of dissatisfaction with the significance of the activity. For some teachers there seemed to be excessive busy work and insufficient payoff. Possibly, students could be involved in determining the criteria to be used in setting up the regional boundaries.
3. The discussion questions should be examined for their effectiveness in stimulating discussion.
4. More reading is desirable on the background of this Canadian problem.
5. Improvement should be sought in the quality of the transparencies, especially the population map and the blue line on the historical map.
6. Greater clarity is needed in both student and teacher instructions. This is especially the case for the last part of the activity. More teachers checked "student directions" as a problem area for this activity than any other.
7. The tracing paper is too thick for good visibility. The use of grays on the maps to be traced did not help. Students found difficulty in seeing the black dots. Quantities of tracing paper were insufficient.
8. Teachers responded negatively to using an opaque projector. Student drawing of boundaries on the transparency worked in at least one class.
9. As an introduction to the final part of the activity, the film was well received by the one or two teachers who used it. More advance notice of films is needed. At least they should be noted at the beginning of the unit or, better yet, in the introduction to the course.

10. One parochial school teacher asked reconsideration of the headline "Jesuit Calls for Army-Diplomatic Corps."

11. The team work in the last part of the activity should be seriously reconsidered. Its greatest drawback is the waiting around while one person puts the maps together. Several teachers had each student make the composite map. Another difficulty was the lack of clarity of group instructions.

Different Ideas About Cattle

1. Students showed high interest in this activity and believed they learned more from it than any other activity. Teachers rated it near the top.

2. Some slides, especially number six, need replacement. More high and uniform quality in the slides is essential.

3. The treatment given the Hindu view of cattle should be expanded. It does not generate an appreciation of that view.

4. A significant proportion, especially of the more mature students, apparently had awareness of cultural relativity. Some discussion questions are more appropriate for them than others. Possibly, these should be noted.

5. More in-depth readings on the Neur and Hindu cultures are needed. Some should be easier to read than the present reading. Others should be more challenging.

6. Consider naming the slides and identifying the top of each for easy use.

7. It may be desirable to combine the two slide showings discussed under "Other Ideas About Cattle" and "Attitudes in Their Cultural Setting." The worth of the first question on page 85 should be reexamined.

Culture Change, a Trend Toward Uniformity

1. This activity was at the middle level in the view of students, but was the most favorably received of all by teachers. The latter went out of their way to speak of the clarity of the Teacher's Guide.

2. More reading should accompany the activity. The present readings may be suitable for average as well as above average students.

3. Teachers expect somewhat higher quality of slides. Teachers missed some of the references in the Teacher's Guide. Mentioned most often was the Cairo slide and the allusion to pyramids.

4. Consider showing both sets of slides during the same period to accentuate contrasts.

5. A world map showing the location of the cities would be helpful. If these locations were numbered, students could be asked to select the number when "guessing" what the slides represented.

6. More than eight slides might be included to show the similarities of business sections.

7. One teacher used the Portsville boards to build the traditional Chinese city.

8. It may be desirable to separate the two slide activities in order to avoid overdoing a good thing.

9. Slides of actual Chinese and Muslim towns might be helpful.

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APPENDICES

for

THE GEOGRAPHY OF CULTURE CHANGE:

Evaluation Report

April 15, 1968

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APPENDIX A - TABLE ONE

TEACHER FINAL QUESTIONNAIRES - SUMMARY OF OBJECTIVE QUESTIONS

Questions 6, 14, 18, 20, 22, 23, 24, 25, and 26 are recorded under teacher comments.

% Yes		
100%	1.	Do you believe the reading materials are clearly written and understandable for the average student?
45%	2.	Do you believe the reading materials are clearly written and understandable for the below average student?
91%	3.	Do you believe the reading materials are well-organized from an instructor's point of view?
87%	4.	Should there be more student reading in the unit?
0%	5.	Should there be less student reading in the unit?
29%	7.	Should the Teacher's Guidelines be made more effective in providing clear directions for the teacher?
17%	8.	Should the Teacher's Guidelines be made more effective in clarifying the objectives of the unit?
65%	9.	Should the Teacher's Guidelines be made more effective in suggesting a variety of learning activities?
24%	10.	Should the Teacher's Guidelines be made more effective in providing the geographical background you needed to teach the unit?
88%	11.	Should the Teacher's Guidelines be made more effective in suggesting supplementary reading materials for students?
32%	12.	Did you feel unnecessarily restricted or overly directed by the guidelines?
16%	13.	Do you feel the guidelines should provide more direction for the teacher?
0%	15.	Is the subject matter of the unit too difficult for students?
32%	16.	Is the subject matter of the unit too simple for students?
71%	17.	Is the subject matter well organized?
83%	21.	Did the unit test adequately measure the content of the unit as you taught it?

19. How worthwhile is each activity?

Name of Activity	# Responding Essential to the unit	# Responding Could be optional	# Responding Could be dropped
Operation Bigger Beef	15	7	3
Games Illustrating The Spread of Ideas	12	6	3
A Lesson From Sports	15	7	3
European Expansion	16	8	1
Canada: A Regional Problem	18	6	1
Different Ideas About Cattle	20	5	
Culture Change: A Trend Toward Uniformity	24	1	

APPENDIX A - TABLE TWO

TEACHER COMMENTS FROM THE FINAL UNIT QUESTIONNAIRE

6. Suggestions and/or comments about the reading materials.

A variety of readings is advisable. Several on different ability levels would be highly advisable.

From the standpoint of a below-average reader, the materials are not at his level of understanding.

A little more continuity in the activities and perhaps a summary lesson - a study of a culture from all the other lessons.

The reading problem was that there wasn't enough.

I feel that there could be reading materials included of greater length and depth.

There should be more student reading that would further develop and reinforce the stated objectives. One example or activity isn't enough to develop many of the objectives.

The biggest problem with HSGP is the fact that it is solely classroom oriented. If a student misses a day or two he feels lost because there is no way he can "make up" the experience. There should be alternate reading assignments included in each activity which would get across the basic ideas covered in class by an activity to help the student carry on to the next step of learning.

Student reaction to readings were mixed. I think that if the style was more journalistic, more casual in structure - the reading might be better accepted.

The above-average students tended to complain about the lack of reading; the below-average complained that there was too much. I would like to see a supplemental list of recommended background reading included with each unit.

The reading materials occasionally tended to be too easy for the average - above average students in my experimental group. The level was grammatically fine, but lacking in "sophistication". I hope that explains it.

Most of my pupils are slow and quite poor readers. However, only a few complained that the readings were too difficult. Most important, however, I think there should be more reading for the pupils.

There appeared to be great variety from activity to activity on level of reading materials. I would think the level could be made more uniform.

Teacher Comments From the Final Unit Questionnaire

6. Suggestions and/or comments about the reading materials (cont.).

The students need more-much more background information and the easiest place for this is in the readings. Also suggest some additional outside reading if possible.

14. Suggestions and/or comments about the Teacher's Guidelines.

I think the guidelines tend sometimes to confuse...more because of the layout of the materials. Sometimes the questions need re-phrasing, but I think the organization of the materials tends to confuse at times. If questions, etc. are to be used, then I think they have to be more comprehensive and organized so that the teachers does not begin, suddenly to find, other questions or areas which he may not have been aware of.

Generally it was satisfactory. Maybe the beginning in an outline form might make it easier to find things such as objectives, materials needed or some others.

Perhaps additional reading material for the teachers is needed, more background information.

Directions were clear in most cases.

They were excellent - better than Unit 2 even. All questions the teacher should ask class should be made to stand out - perhaps by double spacing above and below the questions.

I took the liberty to eliminate certain questions or to rearrange their order according to how a discussion was going. Until I started doing this I felt somewhat restricted by the guidelines.

I feel that the guidelines should merely be suggestions and leave the approach and method to the individual teacher.

Some kind of format similar to the Kirkeburg-Hough original draft which gave the teacher specific quides for each day's lesson would be much preferred over the garbled up printed edition. It was much easier teaching from the ditto than from the printed work.

Freshman are more sensitive than they ever again will be about having their intelligence assaulted. Some of mine felt the games were childish.

The necessity for adhering rather strictly to the guidelines hindered some efforts to enlarge upon several of the concepts.

An in-service course for teachers who are to use this material would be highly desirable.

Teacher Comments From the Final Unit Questionnaire

14. Suggestions and/or comments about the Teacher's Guidelines. (cont.)

I sometimes feel that the Guidelines impose too many limitations on the teacher and reduce his chances to be flexible. There is, I believe, that unpredictable phenomenon - the teachable moment. Present Guidelines structures do not really allow one to capture that moment and develop it and involve all the students in it.

I generally approved of the efforts made in the guide. I did my homework but seldom could get very far from the guide when I was teaching. The objectives of the activities were clear, but at times the methods of getting them across were not. At times I was asking questions because they were there and not because they were appropriate.

The Guidelines must be clarified, and simplified. The instructions are too complicated and tend to restrict the teacher's freedom.

I would like to see some valuable homework enriching the unit. This would necessarily have to be closely related to the work of the unit.

18. Suggestions and/or comments about the subject matter.

There were some instances where there was little continuity between activities or within an activity. Better transitions could be created.

Most of my students felt the materials were much too simple. This may be because most of my students are juniors and seniors. I feel these materials may work quite effectively with ninth and tenth graders.

Each activity seemed like a small unit all in itself and did not necessarily lead into the next one.

Some things struck me as being very obvious and perhaps belabored.

I some instances, the approach to the subject made it seem overly simple to the students. I would suggest intensification of detail in almost every activity.

I would like to see a few self-inquiry assignments included and greater flexibility. I feel that there is too much over-lap in some activities.

20. What do you think was the most worthwhile thing your students learned from the unit?

They learned that there is a little of every one and every group in each of us and in our society and that most people are pretty much the same the world over.

Teacher Comments From the Final Unit Questionnaire

20. What do you think was the most worthwhile thing your students learned from the unit? (cont.)

They learned the nature of human interdependence, the nature of cultural diffusion, the complexity or fragility of culture, and the implications of the idea of the "shrinking world".

The principles of cultural diffusion and cultural relativity; also how to work in groups or as part of a team. In picking team leaders for the various activities I concentrated on those with leadership ability but poor academic achievement, and found a significant improvement in attitude and performance. I also picked students with good academic performance but poor leadership traits, and found a great improvement in most of the cases. The unit does a good job in developing useful and necessary social skills, as well as important academic concepts.

Tolerance - a far more sympathetic understanding of why people elsewhere refuse to abandon their established patterns and accept our "modern methods". It was delightful to see them gradually change from a first reaction of "How stupid!" to "I wonder why that is best for them?". Great!

What is good for America isn't necessarily good for the world. The students could see why people think the way they do. They can better appreciate the problems the developing nations are facing as they enter the modern age.

Different Ideas About Cattle made them aware of how cultures vary from one place to another.

Throughout the entire year, my students had been having difficulty with the entire concept of "culture". As a result of this unit, they understand this concept and the various related concepts far more clearly then they did previously.

The manner in which ideas and cultures spread or fail to spread, was the most valuable and most easily observed thing that they learned. With this, I think, came a greater awareness and understanding of why people within our country and in other countries act and react differently than we do without being wrong or "stupid" by acting differently.

All people must gain a knowledge of other cultures before they can understand and appreciate the differences between or among cultures. They also seemed to gain an understanding of the vastness and yet the simplicity of cultural change.

They most graphically and dramatically made "cultural diversity" and "cultural uniformity" real.

Teacher Commments From the Final Unit Questionnaire

20. What do you think was the most worthwhile thing your students learned from the unit? (cont.)

They learned to respect other ideas and cultures although they may differ from others, what a culture region is, and how it changes.

Looking at other cultures and customs with a more objective non-biased viewpoint.

Being made aware of "culture" about us and where our culture came from. Also, the methods of passing cultures from one country or race to another.

Realizing how "small" the world is becoming and respecting the ideas (culture) of other nations.

Tolerance, understanding of cultural differences.

It is felt that our students benefited a great deal from this unit because they became aware of other people, nations, cultural elements and how these related to their own lives. Many began to see other people for the first time as having justifiable customs rather than being different and difference means bad or wrong.

The idea that cultures are different but are becoming somewhat similar.

I like to think that it is a less ethnocentric attitude toward other cultures from the Different Ideas About Cattle activity, but probably the trend toward uniformity in the last activity came through with the most force. Hopefully some of the problems of the developing countries did too in both Activity 6 and Activity 1.

To appreciate the reasons behind the differences in culture and to understand how culture spreads from one area to another and the barriers to the spread of ideas.

The realization that cultures change and that a change in one area of a culture may affect other parts of the culture.

The concepts had little meaning until we illustrated specific examples of cultural diffusion and saw how other cultures saw the same cultural trait (e.g. attitude toward cattle) in a different light.

The idea of culture relativity (just because it is our way it isn't the best or only way).

The importance of beef in the lives of all cultures and the western uniformity of new large cities.

Teacher Comments From the Final Unit Questionnaire

22. Please indicate how the test can be improved.

Questions dealing with Hags and Zebs were difficult to understand, especially first one in this series.

Too much of the unit test seemed to deal with principles that were either too indirectly covered in the material or were so hidden that they were difficult to extract.

Because I didn't have a key for the test I will relate some of the questions that I had in making one up. Question 8 - answer B could be right because the people might accept something they are failiar with, however, answer D is more obvious. On question 20 - was information given to answer this question? In question 4 there is not test as to how transition-zones would be used. A lot of time was spent developing this idea.

I thought it was excellent, but some people are not going to like question number 19. The obvious answer will disturb some moralists.

No suggestion, other than having more of them.

Students suggested that some of the choices in a question were so similar that it was quite difficult to made judgments.

A few more essay questions and a longer test such as an hourly.

Include the essay question from the last activity. I think this ties things together.

In comparing test results with control group classes, I found that one control group scored higher than one class in HSGP. This I believe invalidates much of the value of this test.

It appeared to me that a number of the questions could have been correctly answered in more than one way, for example question no. 26. I would like to see more of the questions taken in levels 4, 5, and 6 in Bloom's Taxonomy.

Some questions are too ambiguous.

We emphasize empathy and interdependence more than the test did. The test measured many things adequately.

It might be longer. For eighth grade students, perhaps a few less reasoning questions would have helped their grade.

I still feel that there should be spot quizzes to measure progress and too measure achievement.

23. What are the impressions of you and your students abou the format we have used with this unit? Your comments about the cover, the size of the pages, the layout on the pages, and the type of print used will be appreciated.

Please make the discussion questions in bold face type.

Why must the quizzes by in the work-book! Everything is so crammed together that at times students did the second quiz when only the first was required.

None liked the purple and brown colors on the cover, but most liked the design.

Often it became awkward managing handouts.

Are you thinking of publishing the materials in sections? My classes discussed this and were almost unanimously in favor of separate units.

The student manual idea is a good one. This helped the unit move much more rapidly.

For my purpose the margin would be better if it was shared equally with both columns.

When I passed out Our World and Its People to the pupils today there was much moaning and groaning. They said they would much rather use books that were organized and set up as the Culture Change unit was.

The Teacher's Guide is very detailed and very difficult to follow even with much high-lighting.

24. If you were to reteach the unit the way you want to what changes would you make a) in the activities you would teach, b) in the order of teaching the activities and c) in the amount of time you would spend on each activity. Please explain.

I didn't feel nearly as rushed with the activities as I did in the "Growth of Cities" unit.

You won't like this: I would put the Chinese and Muslim cities with The Growth of Cities Unit - just before the City Models and as an historical approach to modern city models. Then bring it in here as an illustration of culture change.

I loved Bigger Beef as a stimulating introduction, but the objectives, I think, would be more fully realized if this were the concluding activity. You can't just tell them they are identifying "associations among mapped variables". After the Canada and European Expansion Activities they understand.

Combine Activities Two and Three, perhaps using readings from Sports to illustrate the last two games.

Teacher Comments From the Final Unit Questionnaire

24. If you were to reteach the unit the way you want to what changes would you make a) in the activities yould teach, b) in the order of teaching the activities and c) in the amount of time you would spend on each activity. Please explain. (cont.)

The biggest change I would suggest is that I would edit some material from the unit, giving more time to just two or three of the activities. My students often seemed to feel they had been somewhat bludgeoned with the "same thing in ten approaches", to quote one of them. Dwelling completely and for a longer than prescribed period of time on a few activities such as "Culture Change" and "Different Ideas About Cattle" seems to have far better possibilities.

I would rearrange the order in the following manner, eliminating the activity on Operation Bigger Beef:

1. Different Ideas About Cattle
2. Games Illustrating the Spread of Ideas
3. A Lesson from Sports
4. European Expansion
5. Canada: A Regional Problem
6. Culture Change: A Trend Toward Uniformity

Most of the activities needed more time. I felt the pressure of "covering the material".

I'd try to tie up or gather together the key concepts in each activity (the generalizations about the cities were excellent) as some sort of summary is needed.

The more visual aids used the more discussion takes place. The visual method is of great importance to the project.

Start out with Games Illustrating the Spread of Ideas, but condense it. Then do a Lesson from Sports, then European Expansion, and follow with activities five, six and seven.

Perhaps Bigger Beef is transitional from agriculture, but it had little to do with introducing a unit on culture change.

European Expansion was misplaced in that we were supposed to work with culture areas before we really knew what one was. We finally learned in Canada what such a core area is. Perhaps I would put European Expansion farther toward the end of the unit to illustrate specific routes of diffusion.

I would spend more time on sports, increasing the research of origins. I would also include other areas of cultural differences in addition to cattle and cities. (Marriage customs are highly interesting to senior high students.)

It would be better if a little more time could be allocated to each activity.

Teacher Comments From the Final Unit Questionnaire

24. If you were to reteach the unit the way you want to what changes would you make a) in the activities you would teach, b) in the order of teaching the activities and c) in the amount of time you would spend on each activity. Please explain. (cont.)

I would expand the type of work done in activities six and seven. The slides were most effective.

25. What additional suggestions do you have for improving the effectiveness of the unit?

Reading materials should be more at the level of the average tenth grade student. The present materials I beleive do not attempt to provide for the low ability or slow student.

The activities could be cut down, shortened...be more punchy and to the point. Too many, tend to drag after awile or become redundent, long-winded, too much lecturing rather than student participation and activity.

Could large color slides (2" x 3" or so) be used instead of the 35mm and projected by laying on an overhead projector. Then two or more pictures could be compared at the same time. The slides frequently left a lot to be desired.

Perhaps a good quiz for each activity would be useful.

I believe the agricultural land patterns and areal asssociation that Hough and Kirkegerge had originally worked into the unit should have been left in. It really got across the idea of areal association and at the same time had many interesting and useful cultural land use aspects that should not have been left out. It wasn't essential, I know, to this unit, but essential for a "geographer's background."

Many of the slides do not show details well with ordinary equipment for projection. I'd try to improve them.

The unit as a whole can lend itself very much to great use of slides and movies.

I would suggest the following: 1) Improve the general quality of the slides, 2) Provide some opportunity for a discussion about the meaning of culture, 3) Develop additional student and teacher readings, 4) Alert teachers to Canada film at the outset of unit so that it can be ordered in advance, 5) Improve the gaming and 6) Provide suggestions for enrich-ment assignments.

Could more map work be introduced.

The middle activities seem to be the weakest.

Teacher Comments From the Final Unit Questionnaire

25. What additional suggestions do you have for improving the effectiveness of the unit? (cont.)

Bring in more phases of culture not just cattle, sports and two religions. Page 2 of the Student Manual, first paragraph, gives vitally interesting points of culture. Could some of these be of interest incorporated into the less interesting activities?

26. Compared to other units you have taught, how effective is this unit in its present form?

FAIR, in comparison to some other HSGP units (Growth of Cities, Manufacturing and Political Processes).
GOOD, in comparison to traditional high school geography methods of teaching culture. (Uncert.)

Excellent! (Pos.)

I feel this was the most effective to date because it was probably the least abstract of all and thus more appealing to a greater number of students. (Pos.)

Very effective, albeit redundant in its present form, thus weakening its general impact on the students. (Pos.)

Of all the units I have taught, this was the most difficult. Not because the material was hard, but because the guidelines were in need of clarification and simplification. I feel I was fighting the kids all the way. They tended to regard it as something other than geography and something they already knew. (Neg.)

As a whole not as effective as Growth of Cities, although in parts this was very effective, particularly the Games Activity and the Culture Change Activity. (Uncert.)

I think it fairly effective but games do not approach the effectiveness of the Portsville Game. (Neg.)

Many aspects compared nearly to Portsville. Interest has remained high with hopes of another unit. (Uncert.)

Very. (Pos.)

Not nearly as effective as the urban unit. (Neg.)

Very effective with a few exceptions. Many students complained over the lack of a textbook, although they liked the student manual and resource books. Also, testing was something of a problem and I found it necessary to give frequent tests based on the assigned readings in the student resources and manual. (Pos.)

Teacher Comments From the Final Unit Questionnaire

26. Compared to other units you have taught, how effective is this unit in its present form? (cont.)

Probably this unit is overall more effective and more interesting than the Growth of Cities unit. For one thing the visual materials are more varied. Also the concepts are easier to grasp: in Unit Two the concept of model as presented there was never quite clear to many of the students. Portsville was good however. (Pos.)

Very effective unit. One of the better ones developed. (Pos.)

More effective than Growth of Cities if Bigger Beef were eliminated. (Pos.)

While this unit didn't have as much meat to it as Unit 2 did, I enjoyed teaching it more. (Uncert.)

Not as effective. (Neg.)

Emminently effective. I will want to use it other years too. (Pos.)

This unit was very effective. It provided ample activities, plus opportunity for an individual teacher to use his own initiative and ideas to help develop the concepts. (Pos.)

It is better than Growth of Cities because it has more geography in it. (Pos.)

Very effective, good participation by the students. Slides were very helpful. (Pos.)

The unit is good, I think it can stand as it is. I have certain objections. I think there should be more individual activities, map drawing or research, or project attached to this unit. (Uncert.)

Hawthorne affect was lacking in this unit but still it was quite effective. Portsville is a hard act to follow especially when the culture unit has no big activity to match it. The unit does have consistant quality throughout. (Uncert.)

Not as effective as Portsville, (The Growth of Cities Unit), Manufacturing or Political Processes. (Uncert.)

Equal to or better than unit on city with exception of Activity four and five. (Pos.)

I prefer it to many others and would like to use at the beginning of each year to introduce the geography course. (Uncert.)

APPENDIX B - TABLE ONE

Summary of Objective Information

From Teacher Activity Evaluation Forms

Activity Number	1	2	3	4	5	6	7
Number of Teachers	27	22	26	26	27	26	26
Mean Time Requirements							
Minutes Taken	110	150	168	155	216	119	116
Minutes Needed	10	4	7	9	5	8	11
Problems Checked by Teachers							
Teaching Procedures	6	11	4	12	8	3	1
Student Directions	9	7	3	3	11	-	2
Background Information	2	1	2	7	4	1	1
Reading Level	1	-	-	1	2	4	2
Maps' Effectiveness	7	6	5	10	11	7	6
Mean of Ratings by Responding Teachers							
Teacher Attitude	1.78	1.14	1.58	.73	1.04	1.65	1.85
Student Interest	1.37	.95	1.12	.19	.52	1.31	1.46
Learning	.93	.77	1.08	.81	.33	1.31	1.50
Clarity of Objectives	1.33	1.32	1.62	1.15	1.30	1.73	1.81
Subject Matter Confidence	1.62	1.36	1.38	1.31	1.19	1.73	1.69
Procedures Confidence	1.30	1.05	1.40	.69	1.15	1.69	1.81

APPENDIX B - TABLE TWO

Teacher Comments on Activity One - Operation Bigger Beef

I think this is a fine exercise but I think it could be improved by introduction through a short research paper dealing with world food and famine problems and then go into existing activity giving it greater significance and importance to the students.

What is the purpose of Operation Bigger Beef? It relates to nothing. The entire thing was an elementary exercize in map reading. Why not make it a culminating activity - and in some way make the students policy makers instead of simply "technicians".

I would omit Operation Bigger Beef as it is now. There's not enough learning involved, it's simply too clerical.

Operation Bigger Beef has good geographical concepts, but is it vital in a study of culture?

The approach on Operation Bigger Beef with the tape was outstanding.

Operation Bigger Beef would have been more successful had the teacher been able to pinpoint some of the countries more effectively for the students (some schools do not have up-to-date maps, and ours is one of them.)

I regretted not having more time for discussion of issues raised by the activity.

More than five areas. This would give few people in each group.

They seemed captivated by the drama of the official nature of the activity.

Many said they liked this activity the best of all so far. Some said this was because it involved countries of the world.

Some scoffed at role playing as immature.

Listed under Educational Objectives on p. 2 of the Teacher's Guide, the fourth objective refers to association of levels of education, income, and dietary sufficiency. There is no reference to education throughout the activity, is there?

Why is the Congo ineligible?

Some members of the various teams finished their own overlay in a short time (the non-Communist countries, for example) and became restless while waiting for the others to finish.

Also feel that those who benefited the most from the activity were the group leaders, who were greatly involved.

One difficulty for the teacher is that the activity assumes students know at least the locations of the countries. They don't. I still think it would serve its purpose better if it were near the end of the unit.

Teacher Comments on Activity One (cont.)

My students seem to have difficulty understanding that they were to shade the opposite of what they were trying to find.

More correlation between activity and unit needs to be shown.

Mapping directions seemed to confuse them. I'm not sure why as they seemed clear to me. I think part of it may have been to shade areas NOT eleigible for aid. (A negative rather than a positive approach.)

Discrepanices in the maps show up in making Ceylon ineligible without supporting this ineligibility on the Student Resource maps (beef avoidance?). Iceland is not ineligible on the correction map and should be. The student maps in the area of Malaysia differ from the one in the Teacher's Guide.

During the work or research part of activity - some students had little to do - more equitable distribution of work is needed.

A system of checking each other's work would help the team members that finished first keep busy.

The kids wondered why the use of the map on beef avoidance. They felt, and I agreed with them, that they could have been told to use this factor rather than use a map to develop the idea.

As part of map exercise the students should have to identify the eligible unshaded countries by name as well as by making up a composite shaded and unshaded map.

While a good group exercise - it would be better for individual effort. Not enough work for team effort.

The transparent maps are a great idea. Starting with the tape captured the student's imagination quickly.

Teacher Comments on Activity Two - Games Illustrating the Spread of Ideas

There was just too much material to teach and digest smoothly Activity Two. Could some be put into the student's hands. Just putting data in question form and having the teacher ask it doesn't guarantee the students will get it.

Some of the simpler games could be made essential and tied to another activity. They are fun in class and the blockade work is simple but stimulating. Even my very slow students found success at this point.

The cultural games section did not clearly indicate various resistances to change. It was too easy to get bogged down in the games and miss the concept. That lack makes me more than a little unhappy.

The games are too simplistic for students with much background. I would omit them.

Games Illustrating the Spread of Ideas has very fine concepts and ideas throughout, but it did not go as well with my classes as did some of the other units.

I would include only the first two simple activities, the others become so involved that students lose interest.

I was somewhat confused over directions for Games on Ideas.

Game rules were very difficult at times.

Some of the concepts could be better taught with student readings, for example, Activity Two.

The instructions for the last two games in Activity Two were extremely complicated. These concepts could have been taught in a much simpler manner - i.e. readings.

Eliminate the Scarf Game.

I do not think the scarf game does the job effectively. I would condense this activity.

Use of overhead and having student mark on transparencies was an excellent idea. Involvement was total.

They were very interested but I do not think that your reading assignments stimulated their interest but rather discussions we carried on in class related to cultural and physical barriers which prevented or retarded the spread of ideas.

I have not suggestions to make on how you might simplify directions. I may be dense, but it took 5-6 hours to get ready to play the games. After playing the games, I was surprised at how easy they were to play. Some of the kids questioned how real the situation was in the scarf game.

Teacher Comments on Activity Two (cont.)

Again, too much in the Teacher's Guide to wade through before finding out the step by step procedures for class instructions, materials, etc. A simplified daily lesson plan would help. Or perhaps you should tell the teacher to make his own.

Really I find no weakness in this activity. The combination of well-selected reading, fine transparencies and foolproof guidelines leaves no room for criticism.

I was confused about value of second game with more complex idea; my simple phrases had gotten garbled in first game.

Part of instructions for game were confusing to them and I had difficulty in simplifying them.

The random placement of roles resulted in disaster in one class; the innovator unluckily started in an area where any three people contacted could not accept even the simple innovation. Result: the simple innovation was not accepted at all, and since starting the complex idea at the same point would have failed as well, nothing was accomplished. (The other class, however, was more fortunate and all went as planned.) Either divide the class so that total rejection can be avoided, or increase the number of contacts allowed before ruling the game over.

Put the Peace Corps letters at the end of the activity as a culminating exercise. Transition is more difficult and seems awkward out of place in the center of the activity.

In this activity there is too much stress on the functioning of the games and too little emphasis on the discussions to follow. As mentioned before, many students became so intent on participation in the game that they lost sight of the purpose of the "games" and failed to look subjectively at what was taking place.

The first part went quite well but I feel the Scarf Game fell flat. I'm not sure I really know why, perhaps the game has to be revised to allow the students to really role play.

The simpler games such as "Access" and "Complexity" went along smoothly with good student reaction, but as they became more intricate and involved, many students (inner city kids) became confused and the activity started to break down. The "Scarf Game" was a complete washout with this class, as the only roles with which most of them could identify were the school drop out and the poor man. I spent two periods explaining the rules for the game, but many students were still not sure of their role in the activity.

Generally liked teaching the activity, especially the scarf game, but directions of some of the games were long and confusing.

Teacher Comments Activity Two (cont.)

I enjoyed it very much although I felt the games were a little too long and complicated (especially the last two games) for what the students were to gain from them.

I, too, got lost at times - couldn't see the forest for the trees.

The readings (peace corps letters, corn and culture) plus discussion of same were excellent.

Page 13 of the Teacher's Guide - it is not very clear that this is only ONE game from the top of page 13 to the bottom of the first column on page 14. If it is meant to be two separate games, the first one on page 13 (first column) seems unnecessary.

The discussion question on page 14 did not produce the answers as given in the guide, even after prodding. My students received this information "deductively" more than inductively - especially innovation waves, cultural diffusion, physical accessibility, and the variable of time.

Why is the X printed permanently designating C2. If this were not done, the teacher could use this same transparency for the second diagram on page 17 and those on page 18 of the Teacher's Guide.

The "Barrier" transparency differs from the diagram in the Teacher's Guide for "wave five". The guide seems more correct.

Why do the "wave lines" on the "Blockade" transparency for 5 and 6 go below the "blackade". If this were a mountain range the cultural influence would hardly spread that way.

THE INSUFFICIENCY OF HOMEWORK IS MY GREATEST CRITICISM OF THE COURSE. Here are my suggestions:
A. Provide a map of Africa and statistics of the major religions of the countries: o Moslem • Christian x animist ▲ Hindu
Students follow the legend marking the map and noting the cultural patterns made.
B. Provide a world map and statistics of the areas in the world where the French language is predominantly spoken. Students shade or mark the areas noting the cultural patterns made.

I felt the idea of "wearing a paper scarf" might be unacceptable to seniors so I avoided this suggestion. The initial part was probably a little below their (seniors) level (passing phrases back).

The letters from the Peace Corp seemed good. Perhaps one more and more discussion questions.

It seems to me that the games overshadow their purpose. It would seem that a whole lesson needn't be spent on them - perhaps they could simply be interspersed with "A Lesson From Sports."

Teacher Comments on Activity Three - A Lesson From Sports

A Lesson From Sports is a good activity, but it shouldn't take four days.

A world map for student use in their resource manual might help in the Sports Activity.

A Lesson From Sports could be possibly cut one period.

I don't think that the readings about sports were interesting to the girls and even some of the boys.

A Lesson From Sports was not very challenging except for the part about different sources. The students took it too much as a game.

Parts of Activity Three could be dropped, but the concept is essential.

Subject of sports gave the activity good student interest.

We followed directions but found we didn't need four days.

The sports tournament was more interesting than the first part of the activity.

Rather repeated Activity Two, but it was good for reinforcing ideas.

Tournament idea is good -- students like diversity of origins of sports. You might add a look (briefly) at the origin and spread of cultural items such as corn, turkeys, tobacco, etc.

The sports tournament is fine for the mentally retarded, but for most of my kids (10-12 grade) after spending time going over this, felt it was stupid! So, each student did independent research on verifying the orgin of the 12 sports, discussion followed. Quizzes were good! Again, maps should have place names, etc.

I felt that the research of the sport was a good library exercise. It reinforced Activity Two, but I am not convinced both are necessary.

They enjoyed the game where they found information, but did not think much of the tournament.

Some thought the questions and the whole assignment was too easy.

Could be wrong, but I think very little registered, it was just a game.

The objectives were well worth the effort, especially the "bonus" objective on acceptance of disagreement among authorities.

Page 35 of the Teacher's Guide lists a quiz on page 9 of the Student Manual instead of page 7.

Teacher Comments on Activity Three (cont.)

Map of Europe is very small for students to work with. Perhaps, maps should be enlarged to full size and printed on the back of the summary sheet.

The tournament theme was dropped and replaced by in-depth reports of individual sports and their historical spread. The results were excellent.

I found the tournament disappointing. It seemed more involved than it needed to be.

Rather than assign the information gathering stage for homework, I took the entire class to the library, where individual members conducted their research. I found that many students (inner city) had never visited the library before, and knew little about the proper way to look up information. I feel it would be desirable to attach a recommended book list to each of the study units which make up the Geography Project. This could also be used to supplement the unit, especially with the more advanced students, who often complained there was not enough "book work".

The kids went wild over this one, it really got them where they live.

The device of a student tournament seems forced. Directions are not really clear cut for scoring. The outcome of the semi-finals and finals was like the "come on" of a carnival barker, "Everybody's a winner." Aside from this minor aspect, it was really great -- thanks!

All students did not prepare the "origin and spread of sports." This helped to make the "tournament" (?) difficult.

Teacher's Guide was hard to follow at times and required several readings to make the entire activity clear.

The finals in the activity left me at a loss. When kids are told they are in a tournament someone expects to win. With the vague answers and little direction on scoring I wasn't able to come up with anything clear.

The readings were extremely interesting-- perhaps too short.

I felt it was stretching it a bit to call this a tournament.

Although interesting and somewhat informative I wonder if enough is gained to be a vital or integral part of the unit.

The idea of circulating around the room gathering information led to some confusion and should be modified or an entirely new method suggested.

I did not clip the Data Collection Sheets to the backs of students. They left them on their desks and circulated without the sheets.

Teacher Comments on Activity Three (cont.)

The visit to the library was "much too short." The students (many of them, in fact) asked to look up a "couple more" sports (page 33 of the Teacher's Manual).

I very much appreciated the quiz on "How Sports Spread" on page 38 of the Teacher's Guide. The students seemed very happy about it also.

Most students had no idea of what rugby was like. (The teacher wasn't much better off.)

There did not seem to be anything on independent invention which seemed to be one of the objectives.

They weren't surprized about the borrowings, but disagreement among authorities really shocked them.

The quiz on "How Sports Spread" should be separated from the Manual as some of the students had already done it. It appeared to them to continue the reading comprehension questions. Also, I found question 8 on the quiz very ambiguous, it seems that you should indicate how many important ideas they should select. Many say "h" and "i" as the most important answers and omitted "d" and "f".

Teacher Comments on Activity Four - European Expansion

The activity on European Expansion was an extremely difficult one to keep going with all the map work on the projector and using the guide at the same time.

There was just too much material to digest and teach smoothly in Activity Four. Could some be put into the student's hands. Just putting data in question form and having the teacher ask it doesn't guarantee the students will get it.

Drop the leaky rafts in European Expansion. There should be more student activity in this activity.

Activity on European Expansion needs more reading - less teacher talk.

In the activity on European expansion, they didn't have the necessary historical background. I'm not sure it's needed to get across the main idea.

European expansion needs more ground rules for students to do hypothetical expansion.

The European Expansion Activity should be made completely hypothetical.

I would like some reading in the European Expansion Activity, or at least a suggested reading list.

With less than average pupils I would probably leave out European Expansion.

European Expansion needs vitality.

Maps and transparencies were very helpful. The students used them to a good advantage.

The hypothetical expansion and actual expansion of European settlement posed some problems for many of the slower students in our classes. It was hard for them to keep in mind that one was a model and did not actually occur.

I would suggest that a reading on elements of European culture traits would help much or, perhaps, a bibliography for students. It wouldn't hurt them to dig a little.

Followed outline carefully. Had to lecture more on part of activity that called for generalizations about European culture in 1500. Students had not been exposed to a world history course, as they were ninth graders. This hurt first part of the activity.

Give students list of characteristics of European cultures in 1500 and do not identify the culture or the time period. From this lead students to try to guess where and when and who this set of characteristics identifies.

Teacher Comments on Activity Four (cont.)

Unless importance of recall of historical information is eliminated or revised, I would suggest that additional historical readings, graphs, etc. be added so that the students might fill in their own map with information such as that provided on the overlays. For example, 1) have charted information listing colonial holdings of European powers, 2) have students color a blank world map to show these non-European cultures, 3) repeat with information concerning European region 1500 AD and the other overlays. Having done four or so separate maps the student can then see the composite as shown by the teacher. This would prove more successful, in my humble opinion, particularly with low-ability groups.

I was not in my own mind ever able to relate objective four to the general work of the activity.

I found the overlays awkward to handle. There just seemed to be too many.

Allow for greater fexibility for the teacher in the questioning process. Perhaps, a well written essay describing the model and the reality might be more helpful to the teacher than all the questions and answer.

Page 49 question on language was the most provocative of the activity. It really stimulated discussion and it was sustained.

Is it consistant with our goals that, for example, students know the major characteristics of European culture as a result of this unit? My treatment was at best superficial and far from lasting.

European Culture Region 1500 AD overlay 1 was way off when placed over the base. Lines on the overlay were about 3/4" off the correct position. Pupils also had a difficult time understanding overlay 2.

The hypothetical example was a little strained and took a great deal of time and effort to establish. It could be a mistake to apply a hypothetical example of something on a real map of Europe.

I don't feel the objectives were spelled out very well.

I felt so confused with an abundance of material that I needed to be glued to the manual and to the overhead while not feeling at ease asking questions in a natural way. I ended up writing out the questins on a separate paper because I found myself losing my place or omittin important questions.

Please make it clearer as to when each transparency is to be used.

Overlays are hard to manipulate.

Felt lesson needed overall summation or pulling together.

I would omit several of the discussion questions as presented in the guide. This would improve the pace and avoid the potentiality of boredom. I thought this exercise was a complete waste of time. The assumption of advanced technology coupled with looks log safe struck me the students as ridiculous.

Teacher Comments on Activity Four (cont.)

Break down transparency of hypothetical expansion into separate parts for each of the years of expansion. Even though students experiment with lines, they are given the answer when they see the transparency with all the lines on it. With separate transparencies for each year teachers can immmediately compare what students did with model map.

Many parts of the activity assume too much for the student's knowledge. Mostly, they are not this well informed about countries and history at the ninth grade level.

Too much teacher, not enough students. Also, most tenth graders have not had enough history to cope with this.

I generally felt that there were too many questions which tended to result in simple yes or no answers by students rather than stimulating effective discussion. I think teaching procedures need definite improvement. I also think that fewer questions which develop more discussion should be developed and some of the yes and no questions could either be combined or eliminated.

The questions didn't seem to get much response. The lesson seemed to drag and I had to "pull" answers.

The students need to be provided with a brief (3-6 pages) reading that will provide background for the expansion of Europe.

I felt at times that I would have liked overlay 1 attached to the right side rather than the left. To use the overlay showing migration routes I had to use overlay 1 which added needless material to the transparency.

A little too much work with the projector. I think now that I would break the students down into groups in some parts of the work, probably the hypothetical expansion.

Shouldn't overlays on hypothetical expansion and Europeanized areas be reversed so that one does not have to place the latter over the former.

There was some backtracking in the writing of the instructions which tended to make them confusing.

Would like more student directed work and less of me.

Class did not accept hypothetical model, so I added that they stayed off the open seas for religious reasons. Some were more willing to accept this.

The yellow transparency key was impossible to read. The registration was off on my hypothetical model. Also, the final showing would be much better if overlays 2 and 3 could be shown without including overlay 1.

A bit too much lecture was needed as some students had very little recall of historical expansion.

Teacher Comments on Activity Five - Canada: A Regional Problem

Have you thought of using the plastic modulex map for the Canada Activity? Could the blocks be so distributed as to indicate core and transition areas - yarn for boundary lines?

Change the Canada activity or spark it with a novel approach.

Rather than the movie on Canada, which may be difficult to obtain, a series of slides comparing French and British Canada used in a similar way may be effective.

There is too little geographic background supplied in the Canada activity that would explain why the transitional zones are located where they are.

Perhaps there should be some readings on the activity, Canada: A Regional Problem.

The Canadian unit should have more information on what separation implies. It was also too clerical.

The maps in the Canada activity seem to confuse the students.

I feel that the Canada activity could be cut in time.

The French-Canadian Unit was too truncated, too divorced from the real question at the end, therefore unsatisfying to the students.

You should at least point out to teachers that students should not be left with the idea that because one has found a cultural region that that culture region should necessarily become a nation. They too easily leap to this conclusion from the way the activity is written.

I felt unnecessarily restricted and overly directed by the guidelines in the French-Canada activity.

The transparencies were of poor quality. Also they didn't seem to help the students (or teacher).

Clarity of instructions to both teacher and students is poor.

Most of our students were interested in the activity but cared little for the research team work.

Some teams found final instructions difficult to follow. Last paragraph could use some rewording.

Suggest new or better map of Canadian population distribution, the map used was not clear. Also, tracing paper needs to be clearer so students can see through it better to trace regions.

Teacher Comments Activity Five (cont.)

Students could work on individual maps well, i.e. place names, religion, ethnic origin. When they worked in groups for the last part of the activity I found that group instructions on the tablet were not clear for students. In view of this I would have each student look at all three maps and make a composite map on his own. After each has made the map let the class as a whole evaluate a few and then go into a final discussion about regions.

I had difficulty in associating the article in the Student Manual on pages 29-31 with the rest of the activity.

On pages 33-35 the overlays are no good. Because of the gray colors you cannot see what is on the maps.

In the team operations there is invariably not enough work for all team members. Thus all the remaining work is left for team captains.

They enjoyed putting materials together but I think each should have made his own composite map showing the three culture traits determining the French core region.

The kids like the movement and concreteness of the activity, but didn't see its application. My students are ready for more information.

The discussion and questions were not too good.

I felt it exacerbated the fragmentation of social studies and seemed isolated and pointless, even though I understood what the point was.

It was busy work and they kept busy at it, but their minds were not engaged.

Neither the students nor myself were sure if coverage of the New Brunswick-Nova Scotia area was wanted on the final map. The directions and coverage of the map seemed to indicate such was the case, but the directions for drawing the boundary lines on the final map did not.

The overlays were hard to read, particularly the blue boundary line on the French Canadian area of 1681.

After a few students used the opaque others drew their boundaries directly on the transparency. It was an attention fixing process to a a much higher degree.

I wish the headlines chosen to illustrate the introductory page might omit the one about the Jesuit calls for Quebec Army and French Catholic state etc. A superficial examiner, coming across something like the above might vote against it.

Film was a valuable addition to the unit. It added a personal dimension to the problem.

Teacher Comments on Activity Five (cont.)

During the map activity, due to different work rates there was considerable wasted time. In the future I would have all students work on composite maps and then as teams select the best one from their group.

The study and understanding of culture regions should precede the study of transmitting culture, and therefore, was awkward in approach.

Some more historical background (perhaps a reading) should be provided in order to understand how this situation came about.

The class seemed to enjoy the team effort very much.

The opaque projector is an awkward instrument to use. It impedes a well paced class as papers blow out of it etc.

Instead of using Canada and the intersection of British and French culture, why not use a large American city with its various ethnic neighborhoods? The activity is well planned and interesting, but many of my students couldn't care less about plotting the French cultural boundaries in the province of Quebec.

Reading level could be raised to a more challenging level.

A better outline is needed for explaining the overlays. There is no opaque projector in our school.

The first four parts had a nice flow to them and were not too hard to put across. Part five bombed.

The idea of what was to be considered a transition zone would not sink in.

Overlay entitled "Movements of French Canadians 1881-1961" puzzled a good number of my pupils.

The questions provided didn't promote good discussion and I had to force a great deal of it.

They can see the white dots but the black ones are hard to see.

The instructions to the group leaders were extremely confusing, especially the last paragraph.

Again, as in earlier activities, the objectives were not clearly set out.

Make mention prominently at the VERY BEGINNING of the unit that the film used in the activity should be ordered IMMEDIATELY.

The directions on page 73 of the Teacher's Guide are a bit confusing.

Page 12 in the Student Manual was VERY, VERY GOOD.

Teacher Comments on Activity Five (cont.)

I gave a ten minute essay quiz on the last day using these three questions based on the educational objectives on page 62. 1. Explain what a culture region is. 2. Select a culture region and give its boundaries. 3. Where will the boundaries of this culture region be five years from now.

There were not nearly enough tracing paper maps. I just had one pad. One may have been misplaced. As a substitute, I got onion skin paper from the office and let the students trace their maps. It seemed satisfactory.

The team leader instructions were very confusing for the students. They were not clearly written and need to be improved. It took me about 15 minutes to figure out what was desired. Moreover, more information on the reason for having a larger sample in the transition zone would be a boon for teachers unfamiliar with statistics.

Revise "Place Names a Cultural Trait" especially question "a".

The associating culture traits, polling activity and ethnic origins segments gave us difficulty. They should be retained, but modified in clarity and sequence.

The use of the opaque projector on different maps was excellent (colored pencils are a must).

Comments on Activity Six - Different Ideas About Cattle

I felt unnecessarily restricted and overly directed by the guidelines in Attitudes Toward Cattle.

The Attitude Toward Cattle activity required a great deal of study of the slides in some cases, and the guidelines did not highlight the points (particularly the slides on the three roads) in a way that they could be remembered for effective teaching.

The unit on cattle in India was poorly handled as I have noted in an earlier report.

While the Nuers of Africa are interesting, really who cares? Do tenth graders, average age of 15, really care? But if they are concretely able to see their parents and grandparents as keys to culture movement, involving themselves, it would be better, easier, and more interesting.

Views on sacred cows were difficult for the low-ability students.

Different Ideas About Cattle is a very good activity. The pupils were fascinated by the slides and intrigued by portions about the cow in India. However, I felt they needed more background here.

The objectives of uses of cattle could be combined and could be brought out in one showing of the slides, instead of three.

My slide 6 was of a valley village in the Swiss Alps - not draft animals in Spain. This caused a little trouble. We used our imagination.

Students exhibited "actual shock" at many of the cattle uses. Discussion went well with a majority of the students responding.

Order of slides on page 84 of the Teacher's Guide does not correspond with the order of showing listed on page 85.

It tends to drag out a bit toward the end. All students enjoyed the slides and you can get endless comment and discussion on them. Most students "got the message."

Slides generate much more interest than time allows and sometimes this requires cutting some of the discussion short.

I have been reading parts of the teacher's overview and the educational objectives to the students. I feel they have found this somewhat helpful. It aids their understanding of how the materials fit together and what they are expected to learn.

I would suggest that the slides be named as well as numbered, and that the top or bottom of the slide be indicated to facilitate its use in the classroom. Some comment might be made about anticipating student reaction to some of the more humorous slides.

Teacher Comments on Activity Six (cont.)

A side benefit I hadn't anticipated from the use of your materials is that I am finding that I use some of your techniques in my other classes.

I endeavored to correct the false impression which was aided and abetted by the two articles from American magazines which you reproduced. This unit is most biased against India although I am sure that was not your intention. I would suggest that you find other source material for this unit. Write Dr. Seymour Fersh, Asia Society, N.Y. Also it takes more background than one might think to interpret the selection by Gandhi.

The students reacted to the first slides as if they were insulted, much too childish.

List on page 81 of the Teacher's Guide is not the same (Item 15) as the list in the Student Manual on page 13.

The explanation of Gandhi's attitude was not fully understood. The symbolism was not clear enough for even some of my better students. The reading should remain, but some better explanation of the religious significance should be devised.

I would suggest that slides be of uniform quality in color, sharpness, and focus.

We (inner city class) enjoyed this activity. There were some lively moments in the classroom over such scenes as the Indian women with the dried cow dung which they intended to use as fuel. I had to explain what dung was and there were frequent experiences of disbelief that people would cook with such matter. The reading on the cow in India also caused much discussion, especially the bit about the "rest homes" for aged cattle. I felt an additional reading or two on the place of the cow in India would be worthwhile, as many students were still of the opinion that most Hindus were mentally unbalanced with regard to the status of cattle.

Most of them commented that they were quite aware of cultural diversity.

I felt that from student comments the section "Other Ideas About Cattle" and "Other Attitudes Toward Cattle" could be combined.

An excellent follow-up activity after I lost many of them with the previous one. Almost any time I can get my inner city kids interested teaching becomes a joy.

If possible a third short reading on a somewhat lower level. My pupils, for once, were very interested in reading the two selections, however, the first part of the reading on India was a little beyond most. I would not want either of the two readings dropped.

It seemed a little drawn out, too much time on only one aspect -- cattle!

Teacher Comments on Activity Six (cont.)

I see little need for a second showing of the slides. Why not combine these two parts of the activity saving time to teach additional material?

I fail to understand any great value in the question in the first column of page 85 in the Teacher's Guide in connection with slides 17, 18 and 7. This is hardly consistent with the title "Different Ideas About Cattle." If it was meant to introduce other phases of cultural change, then more than roads or machinery should be included.

For the most part this activity was a little too easy for seniors and therefore not challenging enough.

Eliminate question #1 in "Attitudes in Their Cultural Setting" (page 84 of guide). Instead present it as fact.

It's too elementary for my students. They are, for the most part, far too sophisticated for this lesson. Perhaps you could incorporate more subtle and complex reading matter to appeal to students who have a good deal of background in studies of foreign societies. Actually, I think this is my major criticism of the entire Culture Unit. Your presupposition seems to be that the students have no concept of cultural change at all.

I had poor success with "Summary Questions." We discussed them instead. Question #4, Student Manual, page 13, generated discussion.

I feel that both the Nuer and Hindu cultures need to be seen more broadly, rather than leaving it when you do. The idea of the importance of the cattle, relates to other aspects which would make the activity more interesting.

Comments on Activity Seven - Culture Change: A Trend Toward Uniformity

I would have all students do the reading about the Muslim and Chinese cities.

The slide program for the last activity was exceptionally well-planned.

The reading about the traditional Chinese city was difficult for the low-ability students.

The trend toward uniformity really impressed them.

The guidelines were very clear.

I feel that more readings should be provided for the students plus an activity based on a handout.

The authors communicated with this teacher very clearly. This activity provided an excellent method for the use of slides with students. Their curiosity became greater and greater. They came up 100 per cent with the generalizations we hoped for.

Most excellent selection of slides and contrasts. Very well structured - good learning experience. Would suggest that both sets of slides be shown during the same period. This makes the contrast much greater. We did this one day and spent another day discussing slides at a slow pace.

I would have liked to have had included a world map that showed the location of the cities discussed.

They were particularly intrigued by the last set of slides.

Teacher's Guide was clear and helpful.

I'm not sure that the essay at the end will be an effective learning device.

I would suggest also that the readings about the Chinese and Muslim cities are understandable to all students of average level and I wish that I had had them all read them.

Their comments indicated clearly how impressed they were especially with the similarity of business districts.

I think it will require more than eight slides to convince them that business sections the world over look more and more alike.

They seemed to enjoy the challenge of the guesses about the cities. However, slide 65, Cairo, did not show pyramids. It looked like smog covered the city and the entire area.

Some of the slides could be a bit clearer. I saw no pyramids in the Cairo slide, also the slides of Boston and Kinshasa are in need of improvement.

Teacher Comments on Activity Seven (cont.)

In my judgment this was the best constructed, most relevant and best integrated activity to date. The essays on "The Shrinking World" were excellent and reflected some good insights about the whole purpose of the activity.

At the end of the activity I got out the "Portsville" map boards and had the students build a traditional Chinese city, using the narrative as a guide. We used the railroad strips for the city wall, and filled in shops and public buildings at the later stage in their development.

I like the idea of repeating slides before discussion.

Slides could have been a little more distinct - it may have been our projector.

The less verbal students were very much interested in part I, however, in part II there was a noticeable drop in interest.

I did not like both activities Six and Seven being centered around slides. I liked both activities but feel my pupils lost interest because it became too much of the same thing.

The optional readings and discussion were not very lively. The lack of strategy on my part probably accounted for it.

How about a couple of slides to be studied after the readings in the Student Resources. Some of actual Chinese cities and Muslim towns would be interesting.

They particularly enjoyed the challenges of guessing the locations of the slides.

It was very difficult to see some of the culture hints in the slides that were mentioned in the teacher's edition.

The only change I would suggest is a rewording of the second part of question one on page 43. Many of the students thought that space limitation was the obvious reason for not mentioning all of the factors.

I feel the Student Manual check-off is less effective than a map location number sequence.

APPENDIX C - TABLE ONE

HSGP Student Questionnaire Results for Culture Unit - 1967-1968 Limited School Trials

How does this unit compare with others you have studied in this and other courses?

	N	%		N	%
Much poorer.	68	7%	Somewhat better.	382	38%
Somewhat poorer.	273	27%	Much better.	281	28%

Student Expressions of Interest	Unit as a Whole	Reading Materials	Bigger Beef	Games	Sports	European Expansion	Canada	Cattle	Cities
# Responding	1014	999	985	963	985	950	963	1011	935
# Not remembering	18	36	44	56	27	77	66	21	93
% Dull	11%	18%	14%	11%	10%	18%	15%	9%	12%
% Uninteresting	17%	27%	19%	16%	19%	29%	30%	19%	24%
% Generally interesting	67%	52%	49%	49%	50%	44%	44%	50%	47%
% Extremely interesting	5%	3%	18%	24%	21%	9%	11%	22%	17%
Student Awareness of Objectives									
# Responding	1000	999	984	946	980	977	978	999	952
# Not remembering	31	32	44	57	29	51	51	27	72
% Not aware	11%	10%	13%	7%	8%	13%	12%	7%	12%
% Generally not aware	13%	23%	17%	12%	16%	25%	27%	16%	22%
% Generally aware	58%	53%	46%	47%	47%	46%	43%	49%	47%
% Almost always aware	18%	14%	24%	34%	29%	16%	18%	28%	19%
Student Estimate of Own Learning									
# Responding	1012	1017	1000	948	991	984	986	1013	936
# Not remembering	17	12	28	50	19	42	41	12	76
% Nothing	3%	6%	8%	6%	7%	10%	8%	6%	10%
% Little	25%	40%	31%	24%	26%	35%	36%	22%	31%
% Fairly much	53%	47%	41%	43%	43%	42%	41%	44%	40%
% A great deal	19%	7%	20%	27%	24%	13%	15%	28%	19%

APPENDIX C - TABLE TWO

COMMENTS FROM STUDENT QUESTIONNAIRES

I learned that you can't just teach people a new custom; you must show them every benefit, learn their customs and try to understand their point of view on it.

I learned mainly how ideas and cultures are transferred and altered between each receiving country.

A valuable thing I learned was how ideas go from one place to another and how they stop at barriers.

I learned that maybe the American Way is not the best way of doing things and that each culture, maybe with the exception of India, uses their cattle and resources in a way that can benefit them most.

The most important thing that I learned was that the cities of the world are much alike in the central business districts and that western architecture is being adopted.

You can identify countries from just looking at buildings or the architecture of the country.

I never knew cattle could be used in such a variety of ways.

We learned about how the cities over the world are becoming more alike.

I learned about the spreading of cultures and how different people accept an idea in a different way.

I think the most worthwhile thing learned in the unit was in Culture Change when we learned how cities are becoming the same and how certain parts of the world have different types of architecture.

The most important thing I learned was how and why people do things. I saw their point of views on living and now I don't believe we should force them into another way of life.

I learned that you can't judge a custom as stupid, not practical, etc. until you know the background of the people in that culture.

This is difficult to answer because I have learned many new exciting things about people but mostly to respect their customs and ideas because it is right for them.

I learned why people in different countries do things differently, as in uses of cattle, and that the way we do things does not necessarily mean that others are wrong.

I can't really pin what I learned down to one thing specifically, but the unit did help sort out and tie together all the ideas I had about cultural diffusion.

I learned that what we think is best may be best for us, but not necessarily for everyone else. We should stop trying to cram our culture down the world's throat.

Student Comments (cont.)

I think you have done a very nice job on the unit for it has been very interesting - more than any other of my classes. Even the dull parts were far superior to my other classes.

I think you're off the track. What ever happened to 30^{o} longitude, 70^{o} latitude.

You should stay on one thing for a longer period of time.

There should be films showing what is going on.

I think the teacher emphasizes the method of learning too much and not enough of the learning itself.

The reading was poor, generally dull and the things talked about really didn't have much bearing on us. The maps were lousy and were very complicated to understand. The subjects were uninteresting and I could not keep my eyes open half the time when listening because of my classmates nagging me on. Thanks for the bad grades on this subject.

The reading. Make it more interesting and add a little humor.

All of the activities need improvement because they are a little too elementary.

Don't take so much time on it. The unit would have been more interesting if there had been a faster pace.

Stay with geography and not stray to all of the other side lights. I can't see why you call it High School Geography Project. As far as I can see it has very little to do with geography.

Make reading more interesting, but no insulting our intelligence by the over simplified reading.

I think there should be simpler activities that more of us can understand. Otherwise it gets to boring. Outside of this it was pretty good.

Generally speaking group work and participation is the key of an interesting project; and if we could have more group work this unit could have been a bit more interesting.

It was okay the way it was except more participation projects should be included. For example, Operation Bigger Beef, Cultural Change and the spread of ideas were the best part of the unit.

It was too immature for high school students.

The subject did not really offer a real challenge. Make it less childish.

I think some of the activities have no point. Each unit should stress something that is not already easily apparent to the student.

Student Comments (cont.)

I don't care for the whole project. Everything is of no interest and it's boring! I feel you can learn more from the old way of Geography. It's too dull and dragged out. Nothing can improve it.

It's very stupid and I feel you don't learn as much. It can't hold your interest because its more like a game than real.

More up to date experiments, such as things that are at the brain level of the class to be taught.

I think that you should just come out and say (write) the points that you wish to put across and say that this is an important point, instead of indirectly telling us.

The unit as a whole. The only way I know to improve it is to put it on another subject.

I should have examples, instead of you having to figure out everything. The maps need to be improved very much. They should show the actual size of the continent.

The unit as a whole was great. But the reading doesn't give you enough information. When you asked a question you don't give enough information to answer this question.

I think that there is nothing to be improved because it makes a student think.

We should talk more about the countries and not just about the customs. It would be more interesting to study everything about one country. I liked learning about the different ways people used their cattle.

I think it all depends upon how the teacher teaches it. To me it was too complicated.

I think that this unit as a whole should not be improved. It states just as they should be stated. The reading was also easy to comprehend.

Make the reading a little more exciting.

To tell you the truth, I think this unit is fine, but I really don't know why we have this program in this class.

We should have did a little more homework.

You should have more games and building. It makes it easier to understand and it makes it more interesting and fun.

I think most of the activities were too short, it seemed that you just started to learn something about it and you're on another subject.

It was interesting and I liked it because it makes you think about different people and customs.

Student Comments (cont.)

I think if somehow teaching this unit could involve students more, it could be more interesting. Just sitting here and listening to the teacher talk everyday can get boring.

I really don't think any of them need improvement in the teaching method. They were taught just about the best way known for now.

State exactly what is to be accomplished so the student can set his speed of learning it.

Throw it away and start over. I think it was a bore.

Nothing, I thought it was very good! It was interesting and I learned a great deal from it.

Not so much reading, but more discussion, films, slides, etc.

Don't chop it up. Read a large selection, then see a large group of slides. Make the portions longer.

Needs to be up graded for High School. This was general knowledge which we have been given before in some part of our education.

I had trouble in getting any information from the reading.

I feel the culture change could have gone deeper into the subject. It didn't have much detail in it. That was the most interesting part in this study and it should be longer taught. Show more examples.

Quit making it so juvenile with games such as telephone. All of them are too long, which makes them boring. Not enough action.

All the games we played accomplished exactly nothing. We would have learned more if we had been specifically told. And the games could have stood a little sophistication. I cannot see what I learned from telephone.

It should be taken from the third grade level to high school. There was nothing to argue about or really think about in the whole unit. Its a good base but it needs more meat.

The whole unit just needs to be beefed up more. You're never quite sure what you're to have learned. Nothing meshes. The activities just don't work together bringing across the main idea.

Check over your slides.

In group activities (in practice if not in theory) there is often a great deal for one person to do with little or nothing for the rest of the group to do.

Student Comments (cont.)

The questions in the unit and in the test should be more specific. Question 32 is impossible to answer because something which may mean nothing to me now will be worthwhile in the future. The questions should become more explicit.

I can see little to be done to improve the unit except to try to bind the activities together more. There doesn't seem to be much orderly fashion to the way they are presented. For instance, the changes from Operation Bigger Beef to Sports doesn't leave enough time to think about the content of the project.

Most of the explanation in this unit is already known to most of the student through general knowledge. Make it more mature. High school students are not like children.

It shouldn't jump from one thing to another. It should give time for a student to understand before it changes from building a city to Operation Bigger Beef.

The thing I didn't like about this unit is that, unlike the Portsville unit, it was kind of hard to see how the chapters were related to each other. I'd leave out the chapter on sports and spend more time on Canada or Culture Change.

I really thought this unit was good. There was a lot of things to be done among the students such as mapwork, visual aids, etc., not all things from reading alone. I would like the book to tell more on each subject, more details.

I thought this unit was good, but many times I didn't feel as though I had learned anything. Some of the stories didn't bring out a specific point or conclusion.

More reading materials and projects to do.

Give more facts, have more slides, do not repeat so much.

I liked the way the materials were presented to us. It was different and made us think for ourselves.

I think that the subjects chosen to illustrate cultural diffusion should be more closely related to each other. First, it starts out with cattle, than immigration, then sports, and back to cattle. There is no correlation. The last unit was involved completely with city growth and it stuck to cities. This unit confused me. It was hard to see what point it was trying to get across.

There could be more work involved for the student. If some of the units were made a little harder they would be more interesting to the students. A lot of the ideas involved are just common sense. The ideas they want you to grasp are just about spelled out to you. The teacher also does a lot of the discussing and gives a lot of the answers. There is a lot of discussion but some of it is very dull.

Student Comments (cont.)

I think a little more homework. As it is, all we have to do is think in class, therefore, if we had a little more homework we could be thinking out of class too.

Activity One - Operation Bigger Beef

Ninth graders will think it's stupid if you make such a big secret and big deal out of it like that recording from the President and saying anyone may be a spy.

This type of project should be expanded greatly and the subjects such as Bigger Beef should receive more attention since subjects such as this are contemporary problems and should be immediately dealt with.

There should be more interesting facts in it. All there is to it is about eight maps, I couldn't understand what we were supposed to be accomplishing.

I didn't understand what this chapter tried to bring across. We worked hard on mapping, in order to find eligible countries and then we literally dropped it. There wasn't any conclusion or leading to a different chapter.

I think clearer maps would help, specifically all the maps for Operation Bigger Beef.

It was just plain dumb, what would you want to know this for?

Activity Two - Games Illustrating the Spread of Ideas

This takes too much time on a realtively simple concept. You could probably teach this in five minutes and then go on to something more important.

I think the ideas could have been presented otherwise and a lot of time would have been saved.

While it was fun to do it just did not get the point across because of the silly ideas used.

Activity Three - A Lesson From Sports

The activity I liked and learned more from was "A Lesson From Sports." I learned how they spread and how some of the most famous ones began and how some ended. It was most interesting.

We are not given enough material. Just reading about it doesn't do the job. You pass through it too quickly without really understanding it.

Student Comments (cont.)

Activity Four - European Expansion

There should be more picture slides etc., not just a map with ripples in it to show the spread.

Use fact rather than fiction.

It is too unrealistic so it doesn't really teach you anything. It is nothing like the actual European Expansion.

It was too complicated with following who went where with those arrows.

It was too short and it didn't get the point across. You had to work with too many maps and had to remember too much for it to have taught us anything.

This activity would probably be more interesting if you had more historical facts given, instead of "in 1500 the Europeans went in this direction, in 1600 they went in that direction" and so forth.

I don't think I got alot out of the part where people could only explore by land and not by sea. I think this part really isn't important and would change it or just take it out.

This did not happen and it didn't teach us anything and it was boring. It didn't help us in any way.

Seemed ridiculous because the conditions set up are unrealistic. If realistic problems were presented, it would be easier to understand expansion.

What were you trying to teach us?

I think we shouldn't spend so much time on the leaky rafts.

In this activity, I thought the hypothetical situation was ridiculous. There would never be a situation like that so it was unnecessary. Perhaps, something could be added about the Europeans immigrating into other countries and what ideas they carried.

The hypothetical situation that they ask you to set up is absurd.

Activity Five - Canada: A Regional Problem

The maps about the French or British speaking, names, etc. - the dots should be a different color than black and white because a different color would be seen easier. Needs more team work.

Would be most interesting if they would go deeper into Canada's culture instead of just giving a couple examples getting you to understand.

Student Comments (cont.)

Activity Five (cont.)

More emphasis should be placed on what should be done about it, in the light of its present situation.

This chapter is interesting and has many good points in what it is supposed to teach, but most students know about Canada and its bi-lingual state. Is there no other country that we don't know about that can be used to teach these same points?

Because it was boring at the end we colored the maps and then we just sat there as the leader colored in the final map.

I really thought this activity was good. Another girl mentioned that it would be interesting to use lego blocks on a map showing core and transition zones, and putting in our boundaries.

I think clearer maps would help, specifically the one on Canada.

Activity Six - Different Ideas About Cattle

Have better slides and more information about each one.

Studying the pictures of the different uses of cattle. BROTHER. Have some movies or something and tell why they use their cattle the way they do.

They should have better slides because some of it will make you sick.

The section on the use of cattle should have a less biased set of opinions and take more than just one aspect of the cultures in question.The slides seemed a weak substitute for a film. If audio visual is used, use film.

Perhaps ask a question and then get a student reply, then give answer such as "What groups of people would be more likely to use cattle as a work animal, Africans and Spaniards" and more imposing questions.

You just don't sit and look at cows all day and get something out of it. There was a good way though to express different uses of culture.

There were a couple slides and paragraphs to read, a short discussion and it was over. You just scratched on Hinduism and Cattle oriented cultures and departed. Either you should go into more depth or not at all.

Activity Seven - Culture Change: A Trend Toward Uniformity

Not enough detail in slides to be made out from back of class.

I found it interesting to see the difference in large European and American cities. The similarity within them is something hard to believe.

More on what the Chinese and Muslim people did would be interesting.

APPENDIX D

ITEM ANALYSIS DATA

	HSGP Students		Control Students		Discrimination Index
	Pre-test	Post test	Pre-test	Post test	(r_{bis})
1.	70%	86%	71%	75%	48%
2.	83%	86%	83%	81%	41%
3.	73%	81%	73%	71%	44%
4.	69%	76%	71%	69%	70%
5.	75%	81%	75%	76%	41%
6.	36%	36%	34%	32%	28%
7.	55%	73%	60%	66%	64%
8.	43%	48%	43%	44%	40%
9.	27%	31%	31%	30%	32%
10.	46%	59%	50%	49%	59%
11.	38%	48%	41%	45%	36%
12.	63%	83%	61%	68%	61%
13.	50%	69%	41%	53%	64%
14.	67%	77%	63%	59%	59%
15.	48%	61%	51%	55%	60%
16.	49%	64%	43%	47%	44%
17.	51%	65%	54%	57%	59%
18.	48%	67%	59%	60%	48%
19.	46%	61%	50%	54%	52%
20.	58%	67%	59%	57%	45%
21.	55%	64%	61%	56%	56%
22.	52%	69%	54%	56%	65%
23.	73%	83%	69%	67%	46%
24.	74%	84%	75%	73%	57%
25.	41%	43%	43%	42%	31%
26.	41%	49%	39%	42%	5%
27.	39%	45%	36%	40%	47%
28.	67%	80%	70%	69%	57%
29.	44%	48%	41%	39%	27%
30.	42%	55%	49%	51%	63%

APPENDIX E - TABLE ONE

HSGP Limited School Trials Data 1965 - 1968

(Percentages are either per cent positive or per cent yes)

	1965-66			1966-67					1967-68	
	1	2	8	1	2	3	4	9	2	3
Student interest	75%	85%	51%	83%	92%	65%	80%	81%	79%	72%
Student learning	--	--	--	--	--	--	--	--	78%	72%
Estimate of student interest	1.03	1.21	.40	--	1.02	.29	.52	.72	1.10	.98
Estimate of student learning	.94	1.24	.45	--	1.05	.25	.60	.58	1.09	.94
Pretest mean	41%	42%	35%	43%	42%	36%	38%	31%	54%	54%
Posttest mean	54%	60%	45%	51%	59%	46%	53%	47%	65%	65%
Effectiveness with respect to other units	--	--	--	--	--	--	--	--	81%	64%
Readings clear: average student	44%	67%	13%	89%	89%	18%	51%	52%	96%	100%
Readings clear: below average student	--	--	--	43%	44%	4%	16%	6%	35%	45%
Readings well organized	81%	93%	62%	79%	80%	49%	72%	83%	88%	91%
More readings needed	--	--	--	73%	39%	67%	70%	23%	46%	87%
*T.G. useful regarding supplementary readings	15%	54%	12%	43%	54%	17%	30%	67%	33%	12%
Student interest in readings	55%	50%	34%	66%	69%	42%	59%	56%	60%	55%
*T.G. useful regarding objectives	81%	100%	51%	95%	97%	53%	86%	96%	88%	83%
*T.G. useful regarding variety	65%	93%	50%	88%	90%	37%	77%	94%	65%	35%
*T.G. useful regarding background	39%	88%	38%	77%	82%	42%	62%	--	63%	76%
*T.G. overdirective	--	--	--	--	--	--	--	--	12%	32%
*T.G. underdirective	--	--	--	--	--	--	--	--	30%	16%
Subject matter too complicated	--	--	--	5%	8%	65%	30%	40%	47%	0%
Subject matter too simple	--	--	--	20%	13%	4%	4%	2%	12%	32%
Organization of subject matter	--	--	--	93%	97%	45%	87%	93%	85%	71%
Appropriateness of test	--	--	--	68%	72%	47%	65%	54%	93%	83%

*T.G. = Teacher's Guide

APPENDIX E - TABLE TWO

RATINGS OF HSGP ACTIVITIES, LIMITED SCHOOL TRIALS - 1965-1968

Ratings are in terms of teacher estimates of student interest and learning. Ratings are made at the completion of each activity on Teacher Activity Evaluation Forms. A minimum of twenty teachers are involved in each calculation. Calculations are made by assigning the following numbers to each questionnaire response: +2 = very positive; +1 = somewhat positive; -1 = somewhat negative; -2 = very negative. The indicated rating number is the mean of the ratings made by all responding teachers. The rating of a unit is the mean of all activity means.

	Interest						Learning					
	Unit Mean	# 1.50+	# 1-1.5	# .5-1.	# 0-.5	# neg	Unit Mean	# 1.5+	# 1-1.5	# .5-1.	# 0-.5	# neg
1965-1966												
Introduction	1.03	0	4	1	1	0	.94	0	3	2	1	0
Intra Urban	1.21	4	13	5	0	0	1.24	2	15	5	0	0
Fresh Water Resources	.40	0	1	2	7	0	.45	0	1	4	4	1
1966-1967												
Inside The City	1.02	2	7	8	1	0	1.05	0	12	6	0	0
Networks of Cities	.29	0	0	1	7	0	.25	0	0	1	6	1
Manufacturing	.52	0	1	5	1	2	.60	0	1	5	2	1
Political Processes	.72	1	1	5	1	1	.58	0	1	5	3	0
1967-1968												
Growth of Cities	1.10	1	2	1	1	0	1.09	1	3	1	0	0
Geography of Culture Change	.98	0	4	2	1	0	.94	0	3	3	1	0
Number of Activities receiving each rating.		8	33	30	20	3		3	39	32	17	3

APPENDIX E - TABLE THREE

MEAN OF TEACHER RATINGS 1965-1966

Unit	Activity	Interest	Learning
INTRODUCTION		1.03	.94
	1	.48	.45
	2	1.14	1.08
	3	1.34	1.44
	4	.90	1.08
	5	1.00	.91
	6	1.48	.71
INTRA URBAN	(Several Portsville activities raised this mean)	1.21	1.24
	1	1.29	1.35
	2	1.71	1.63
	3	1.51	1.41
	4	1.02	.94
	5	1.44	1.45
	6	1.32	1.34
	7	1.21	1.36
	8	1.36	1.46
	9	1.29	1.36
	10	.91	.95
	11	1.28	1.15
	12	.67	.97
	13	1.48	1.35
	14	1.03	1.25
	15	1.26	1.18
	17	1.16	1.23
	18	1.19	1.17
	19	.93	1.27
	20	.64	.73
	21	1.66	1.36
	22	.61	.69
	24	1.80	1.74
FRESH WATER RESOURCES		.40	.45
	A	.62	.77
	B	1.00	1.11
	C	.16	.58
	D	.54	.58
	E	.33	.70
	F	.19	.23
	G	.30	-.33
	H	.24	.43
	J	.43	.27
	K	.25	.25

APPENDIX E - TABLE FOUR

MEAN OF TEACHER RATINGS 1966-1967

Unit	Activity	Interest	Learning
INSIDE THE CITY		1.02	1.05
	1	1.53	1.40
	2	.79	.91
	3	.96	1.20
	4	1.08	1.21
	5	1.20	1.33
	6	1.22	1.06
	7	.53	.65
	8	.88	1.21
	9	.91	1.11
	10	.64	.89
	11	1.40	1.14
	12	1.52	1.21
	13	1.36	1.10
	14	.42	.50
	15	1.35	1.33
	16	.89	.77
	17	1.17	1.10
	18	.52	.73
NETWORKS OF CITIES		.29	.25
	1	.34	.41
	2	.45	.07
	3	.00	-.24
	4	.60	.83
	5	.36	.19
	6	.23	.32
	7	.20	.23
	8	.14	.25
MANUFACTURING		.52	.60
	1	.87	.91
	2	.62	.92
	3	.71	.71
	4	-.14	.03
	5	1.16	1.19
	6	.69	.78
	7	.28	.42
	8	-.53	-.22
	9	.96	.72
POLITICAL PROCESSES		.72	.58
	1	.71	.72
	2	.29	.25
	3	-.20	.02
	4	1.62	1.43
	5	.70	.60
	6	.99	.54
	7	1.00	.52
	8	.86	.66
	9	.54	.48

APPENDIX F

TEACHER ACTIVITY EVALUATION FORM

_____Teacher's Name Activity Name_____

_____1. How much class time in minutes did the activity take?

_____2. How much more time could have been used profitably?

3. Describe briefly what you did when carrying out the activity that was different from suggestions in the teacher's guide.

_____

_____

_____

_____

_____

_____

_____

_____4. How much did you like teaching the activity?

A. Not at all B. Little C. Generally D. Very much

Comments:_____

_____

_____5. How interesting was the activity for your students?

A. Dull B. Generally not interesting C. Generally interesting
D. Extremely interesting

Comments:_____

_____

_____6. How much do you feel your students learned from the activity?

A. Nothing B. Little C. Fairly much D. A great deal

Comments:_____

_____

_____7. Were you clear about what your students were supposed to learn from the activity?

A. Not clear B. Only somewhat C. Generally D. Very

Comments:_____

_____

(over)

Teacher Activity Evaluation Form

_____8. How confident did you feel about the subject matter in the activity?

A. Not at all confident B. Only somewhat C. Generally D. Very

_____9. How confident did you feel about the teaching procedures required in the activity?

A. Not at all confident B. Only somewhat C. Generally D. Very

_____10. How much does this activity need to be revised?

A. Not at all B. Slight modifications here and there
C. Restructuring of some aspects D. Major revisions before further classroom use

In which of the following areas does this activity seem to have difficulties? A check ( ) will be sufficient indication.

_____11. Clarity of Teacher's Guide with respect to suggested teaching procedures

_____12. Clarity of directions for students

_____13. Adequacy of Teacher's Guide with respect to providing the geographic background you need to teach the activity

_____14. Reading level of the student materials

_____15. Effectiveness of maps, graphs, overlays, quizzes, etc.

16. Please elaborate on any difficulties existing in the activity and suggest needed changes.

HSGP Student Questionnaire for the Geography of Culture Change Unit

_____Student Number

Directions: Your opinions are very important in changing HSGP materials. We need to know what you honestly believe so the final version of the course will reflect what students as well as teachers think. Blacken the appropriate space on the HSGP Questionnaire Answer Sheet for the first 28 questions. Then turn this sheet over and answer questions 29-32.

What did you think of the unit and its activities in terms of their interest to you?

1. The unit as a whole
2. The reading in the unit
3. Operation Bigger Beef
4. Games Illustrating the Spread of Ideas
5. A Lesson from Sports
6. European Expansion
7. Canada: A Regional Problem
8. Different Ideas about Cattle
9. Culture Change: A Trend Toward Uniformity

Possible Answers:

A. I do not remember it well enough to say
B. Dull
C. Generally not interesting
D. Generally interesting
E. Extremely interesting

Did you feel that you generally knew what you were supposed to learn from the unit and its activities?

10. The unit as a whole
11. The reading in the unit
12. Operation Bigger Beef
13. Games Illustrating the Spread of Ideas
14. A Lesson from Sports
15. European Expansion
16. Canada: A Regional Problem
17. Different Ideas about Cattle
18. Culture Change: A Trend Toward Uniformity

Possible Answers:

A. I do not remember it well enough to say
B. No
C. Generally not
D. Yes, generally
E. Yes, almost always

How much do you feel you learned from the unit and its activities?

19. The unit as a whole
20. The reading in the unit
21. Operation Bigger Beef
22. Games Illustrating the Spread of Ideas
23. A Lesson from Sports
24. European Expansion
25. Canada: A Regional Problem
26. Different Ideas about Cattle
27. Culture Change: A Trend Toward Uniformity

Possible Answers:

A. I do not remember it well enough to say
B. Nothing
C. Little
D. Fairly much
E. A great deal

28. How does this unit compare with others you have studied in this and other courses?

A. This one is much poorer.
B. This one is somewhat poorer.
C. This one is somewhat better.
D. This one is much better.

-over-

HSGP Student Questionnaire for The Geography of Culture Change Unit

Please write in the spaces indicated.

29. Generally speaking, what should be done to improve this unit?

30. Choose the activity that you feel needs the greatest improvement from the list on the other side of this sheet and tell what should be done to improve it.

31. What other activity or activities need improvement? What improvements would you recommend?

32. What was the most worthwhile thing you learned from this unit?

TEACHER FINAL QUESTIONNAIRE FOR UNIT THREE

Teacher's Name_____

Directions: Please react to the question below by checking the appropriate space and/or filling in the blanks provided.

A. Reading Materials

Yes No

___ ___ 1. Do you believe the reading materials are clearly written and understandable for the average student?

___ ___ 2. Do you believe the reading materials are clearly written and understandable for the below average student?

___ ___ 3. Do you believe the reading materials are well-organized from an instructors point of view?

___ ___ 4. Should there be more student reading in the unit?

___ ___ 5. Should there be less student reading in the unit?

6. Suggestions and/or comments about the reading materials:

_____

_____

_____

B. Teacher's Guidelines

Should the Teacher's Guidelines be made more effective

Yes No

___ ___ 7. In providing clear directions for the teacher?

___ ___ 8. In clarifying the objectives of the unit?

___ ___ 9. In suggesting a variety of learning activities?

___ ___ 10. In providing the geographical background you needed to teach the unit?

___ ___ 11. In suggesting supplementary reading materials for students?

___ ___ 12. Did you feel unnecessarily restricted or overly directed by the guidelines?

___ ___ 13. Do you feel the guidelines should provide more direction for the teacher?

(over)

Teacher Final Questionnaire for Unit Three

14. Suggestions and/or comments about the Teacher's Guidelines:

_____

_____

_____

_____

_____

_____

_____

_____

C. The Subject Matter in the Unit

Yes No

___ ___ 15. Is the subject matter of the unit too difficult for students?

___ ___ 16. Is the subject matter of the unit too simple for students?

___ ___ 17. Is the subject matter well organized?

18. Suggestions and/or comments about the subject matter:

_____

_____

_____

_____

D. The Unit as a Whole

19. How worthwhile is each activity?

_____ Operation Bigger Beef

_____ Games Illustrating the Spread of Ideas

_____ A Lesson from Sports

_____ European Expansion

_____ Canada: A Regional Problem

_____ Different Ideas about Cattle

_____ Culture Change: A Trend Toward Uniformity

A. Essential to the unit

B. Could be optional

C. Could be dropped

Teacher Final Questionnaire for Unit Three

20. What do you think was the most worthwhile thing your students learned from the unit?

Yes No

___ ___ 21. Did the unit test adequately measure the content of the unit as you taught it?

22. Please indicate how the test can be improved.

23. What are the impressions of you and your students about the format we have used with this unit? Your comments about the cover, the size of the pages, the layout on the pages, and the type of print used will be appreciated.

(over)

Teacher Final Questionnaire for Unit Three

24. If you were to reteach the unit the way you want to what changes would you make a) in the activities you would teach, b) in the order of teaching the activities and c) in the amount of time you would spend on each activity? Please explain.

25. What additional suggestions do you have for improving the effectiveness of the unit?

26. Compared to other units you have taught, how effective is this unit in its present form?